

**Religious Education (Lancashire Agreed Syllabus)**  
**Expected standards: Hindu Dharma**

<b>Y6: Is life like a journey?</b>	<b>RE skills</b>	<ul style="list-style-type: none"> <li>analyse beliefs, teachings and values and how they are linked</li> <li>explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>discuss how people change during the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>develop own views and ideas in response to learning</li> <li>demonstrate increasing self-awareness in their own personal development</li> </ul>
	<b>content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</li> <li>explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’</li> <li>explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>explain how a person might change as they move from one ashrama to the next</li> <li>consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> </ul>	<ul style="list-style-type: none"> <li>discuss the special milestones that we might celebrate during a person’s lifetime</li> <li>discuss how our rights, responsibilities and relationships with others might change as we go through life</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</li> </ul>
<b>Y5: Where can we find guidance about how to live our lives?</b>	<b>RE skills</b>	<ul style="list-style-type: none"> <li>make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>explain differing forms of expression and why these might be used</li> <li>describe diversity of religious practices and lifestyle within the religious tradition</li> <li>interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>discuss and debate the sources of guidance available to them</li> <li>consider the value of differing sources of guidance</li> </ul>
	<b>content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> <li>explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> <li>explain how Holi celebrations might express Hindu beliefs about equality</li> </ul>	<ul style="list-style-type: none"> <li>explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</li> <li>consider the different ways that myth and stories are and used</li> <li>explain how a ‘truth’ might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>discuss and debate things that they consider to be true that others might disagree with</li> </ul>
<b>Y4: How should we live our lives?</b>	<b>RE skills</b>	<ul style="list-style-type: none"> <li>describe what a believer might learn from a religious teaching/story</li> <li>make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact religion has on believers’ lives</li> <li>explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>consider the range of beliefs, values and lifestyles that exist in society</li> <li>discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own personal sources of wisdom and authority</li> </ul>

	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>• explore teachings about good and evil in the story of Rama and Sita</li> <li>• describe what moral guidance Hindus might gain from the story of Rama and Sita</li> <li>• make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma</li> </ul>	<ul style="list-style-type: none"> <li>• use subject specific language to describe how and why Hindus celebrate Diwali</li> <li>• explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</li> </ul>	<ul style="list-style-type: none"> <li>• discuss (with relevant examples) the importance of the belief that good overcomes evil</li> <li>• suggest people, words or stories that might be inspiring when trying to overcome difficulties in life</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on their own concept of ‘goodness’</li> <li>• discuss what gives them hope during difficult times</li> </ul>
Y3: Who should we follow?	RE skills	<ul style="list-style-type: none"> <li>• show awareness of similarities in religions</li> <li>• identify beliefs and values contained within a story/teaching</li> <li>• identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>• identify how religion is expressed in different ways</li> <li>• use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>• in relation to matters of right and wrong, recognise their own and others’ values</li> <li>• discuss own questions and responses related to the question ‘who should we follow – and why?’</li> </ul>
	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>• develop an understanding of the importance of duty and commitment to many religions</li> <li>• know that following dharma (religious duty) is an important part of Hindu life</li> <li>• suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family</li> </ul>	<ul style="list-style-type: none"> <li>• describe how and why Hindus might celebrate Raksha Bandhan</li> <li>• identify aspects of the celebration which remind Hindus of their dharma</li> <li>• identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)</li> </ul>	<ul style="list-style-type: none"> <li>• identify sources of authority and inspiration</li> <li>• consider what our ‘duties’ as human beings are</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on their own duties – to themselves, to their families, to their communities</li> <li>• discuss who or what they follow – and why</li> </ul>
Y2: How do we respond to the things that really matter?	RE skills	<ul style="list-style-type: none"> <li>• retell and suggest meanings for religious stories and/or beliefs</li> <li>• use some religious words and phrases when talking about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe how religion is expressed in different ways</li> <li>• suggest the symbolic meaning of imagery and actions</li> </ul>	<ul style="list-style-type: none"> <li>• identify things that influence a person’s sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• talk about their own identity and values</li> </ul>
	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>• know that Hindus believe in one God (Brahman) who can be worshipped in many forms</li> <li>• know that these forms (the deities) have different qualities and are portrayed in different ways</li> <li>• suggest why Hindus might believe that it is important to show devotion to the deities</li> </ul>	<ul style="list-style-type: none"> <li>• know that Hindus might worship at a Mandir and/or the home shrine</li> <li>• suggest why worship in the home might be important</li> <li>• describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</li> </ul>	<ul style="list-style-type: none"> <li>• talk about qualities that make some people special</li> <li>• identify ways in which humans show their gratitude to the people who matter in their lives</li> </ul>	<ul style="list-style-type: none"> <li>• talk about who is special to them and why</li> <li>• reflect on who they should be grateful to and how they might show this in words and actions</li> </ul>
Y1: What do people say about God?	RE skills	<ul style="list-style-type: none"> <li>• give an example of a key belief and/or a religious story</li> <li>• give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>• use some religious words and phrases to recognise and name features of religious traditions</li> <li>• talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>• notice and show curiosity about people and how they live their lives</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions</li> </ul>

	<b>content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>• know that Hindus believe in one God in many forms</li> <li>• know that Hindus believe that God is present in all living things</li> <li>• suggest what Hindus might learn about God from the story of the blind men and the elephant</li> </ul>	<ul style="list-style-type: none"> <li>• talk about how and why Hindus might use statues and images (murtis) in their worship</li> <li>• suggest symbolic meanings expressed in the images</li> </ul>	<ul style="list-style-type: none"> <li>• talk about the different ways that people can be seen and described</li> <li>• consider how people might have multiple roles</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how others might see them</li> <li>• talk about the different roles that they might have (friend, child, brother/sister etc.)</li> </ul>
		<b>knowing about and understanding religions and worldviews</b>		<b>expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>	