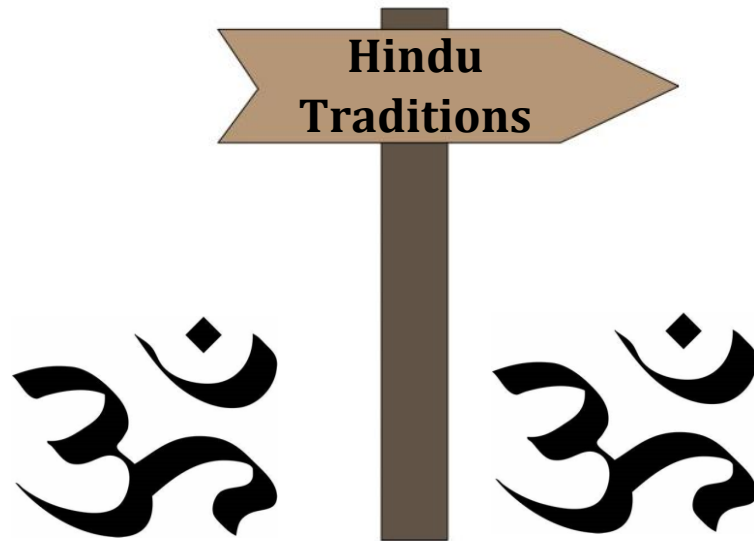
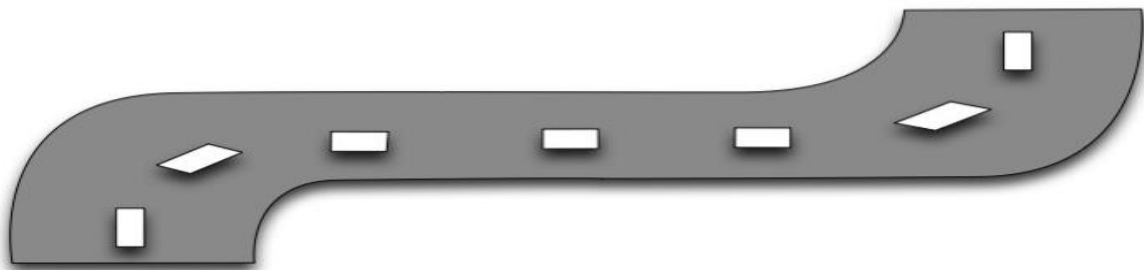


## RE Road Map: Approaches and Resources for Teachers for Use in School



**This document will lead teachers towards becoming an expert in teaching Hindu Traditions within your classroom. It is not intended for pupils.**



Hindu Traditions is a preferable term to use to 'Hinduism'. There is not one 'Hindu religion' but a diverse collection of familial philosophies and pathways and these resist the Western framework of religion typically built on an Abrahamic framework and resulting in 'isms'.

### **Early Years**

#### **Diwali**

The festival of Diwali is often pupils' first encounter with Hindu traditions through an early years focus on celebration and festivals. Engage with

practical aspects of the festival, such as making rangoli patterns and diva lamps and watching film clips of fireworks, but ensure they know why these things are included in the festivities (their symbolic significance: rangoli patterns are thought to bring good luck to visitors, diva lamps welcome the goddess Lakshmi into homes to bring wealth and prosperity and they also, along with fireworks, recall the lights left out to welcome Rama and Sita home. If possible, invite Hindu visitors in to speak to the children about their own Diwali celebrations and what these mean to them spiritually as well as socially, as a time for the Hindu community to celebrate together.

TTS have a soft story-telling set and accompanying book for telling the story of Rama and Sita: [https://www.tts-group.co.uk/washable-diwali-festival-story-basket-8pcs/EY05080.html?gclid=Cj0KCQjwraqHBhDsARIsAKuGZeG9OnVSfwK482N-7aCEThp-n1XvIjCb9KZ-S1RBU-rvVM6L43pJdAEaArenEALw\\_wcB](https://www.tts-group.co.uk/washable-diwali-festival-story-basket-8pcs/EY05080.html?gclid=Cj0KCQjwraqHBhDsARIsAKuGZeG9OnVSfwK482N-7aCEThp-n1XvIjCb9KZ-S1RBU-rvVM6L43pJdAEaArenEALw_wcB)



CBeebies have a short retelling of the story of Rama and Sita here: <https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance>



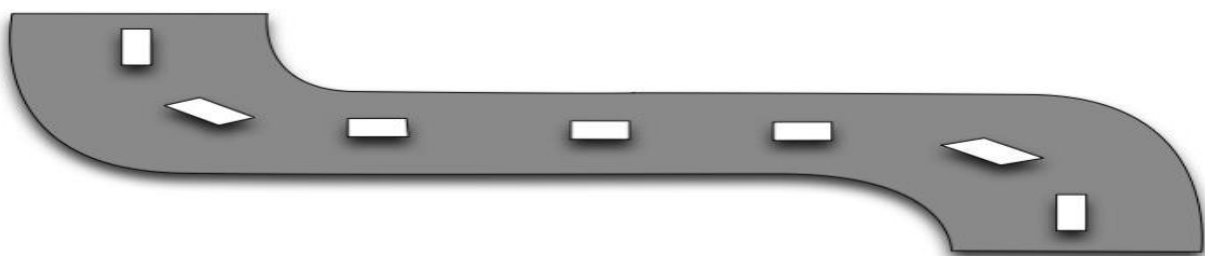
You can also buy a Diwali artefacts set from TTS here: [https://www.tts-group.co.uk/diwali-festival-artefacts-collection/HIDI.html?gclid=Cj0KCQjwraqHBhDsARIsAKuGZeG2xLRsyDb3wJgozhBzp8y00K-o8QLS8lQy4djXfvpmLCKnrzix4NsaAg-REALw\\_wcB](https://www.tts-group.co.uk/diwali-festival-artefacts-collection/HIDI.html?gclid=Cj0KCQjwraqHBhDsARIsAKuGZeG2xLRsyDb3wJgozhBzp8y00K-o8QLS8lQy4djXfvpmLCKnrzix4NsaAg-REALw_wcB)



Having a Hindu person explain the significance of these artefacts and activities would be the best way to help pupils understand their significance and to make connections between the story of Rama and Sita and the festival of Diwali.

### Holi

The festival of Holi is another great Hindu celebration to explore with young pupils.



## Primary

### The Banyan Tree Analogy



In her excellent document on ‘Teaching Hinduism: Core Knowledge’ (available here: [https://www.egfl.org.uk/sites/default/files/School\\_effectiveness/Teaching\\_and\\_learning/Teaching%20Hinduism.pdf](https://www.egfl.org.uk/sites/default/files/School_effectiveness/Teaching_and_learning/Teaching%20Hinduism.pdf)) Sushma Sahajpal explains some important concepts about Hindu traditions:

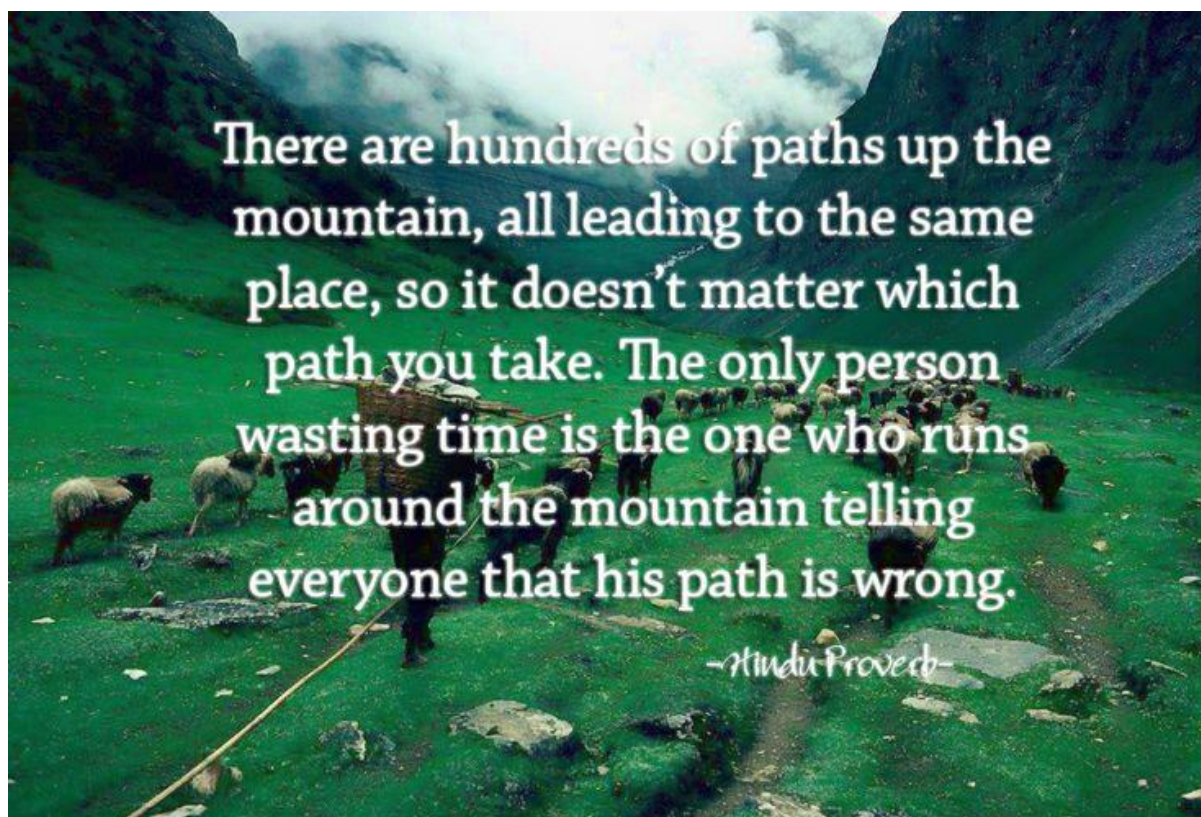
- *“Hinduism” is a European term for a range of spiritual and cultural traditions which have developed from Prehistoric times in the Indian Subcontinent.*
- *It is experienced as a **way of being** rather than declared as a doctrine of belief.*
- *Because it is **prehistorically indigenous**, it is **evolved** rather than prescribed.*
- *Thus there is no founder, no specific Book or set of commandments. It has been likened to a **Banyan Tree***
- *The native term for this general way of being is not Hinduism but **Sanatan Dharma** meaning “The Eternal or Ever-flowing Way”. This is every human being’s journey to connect with and ‘Know’ Absolute Truth and Reality, **Brahman**, the Universal, Collective, interconnected Consciousness.*
- *This ‘Knowing oneself to be interconnected’ is a way of **being** and quite different to **Believing** as accepting rational argument or indeed **Accepting** on ‘Blind faith’.*

You could use the Banyan tree as a visual for explaining this to pupils. It is for this reason that SACRE recommends you use the term ‘Hindu Traditions’, or even Sanatan Dharma, and cease to use the term ‘Hinduism’.



Encounter with Hindus will offer pupils the best chance of understanding some of the Dharmic beliefs and practices for themselves. For contact details for SACRE suggested visits and visitors, see the end of this document.

Another helpful analogy is to compare the many Hindu traditions to different paths take up a mountain as Hindu Dharma is expressed in a plurality of ways.



### Encountering Hindus

Pupils can also encounter real Hindus, their beliefs and lived experience, in a number of other ways:

My Life, My Religion: Meeting Two Young British Hindus:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkghf4j>

NATRE's Real Life, Real Faith:

What symbols are important to you? <https://youtu.be/7AONaVz2F00>  
(KS1)

What stories are important to you? <https://youtu.be/c00lCj4ypWw> (KS1)

How special is your relationship with God? <https://youtu.be/il8fpf45UQ>  
(KS2)

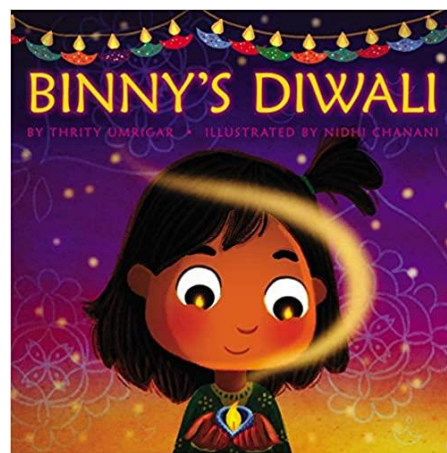
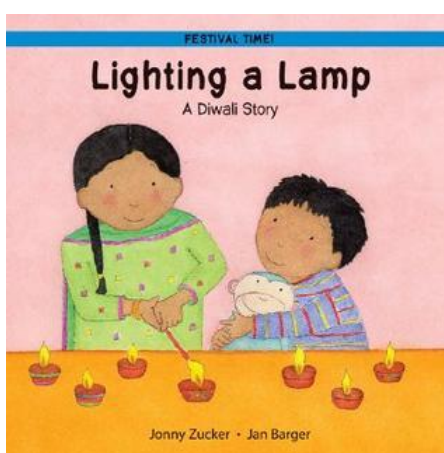
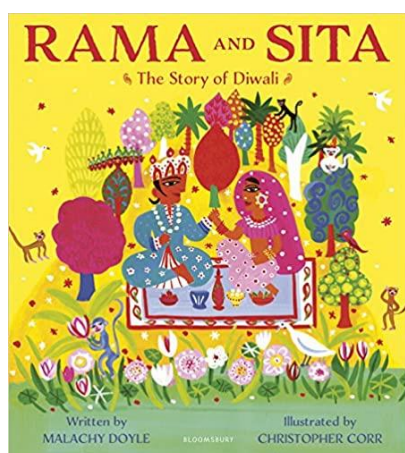
How does your belief in God affect your daily life?  
<https://youtu.be/b1WopSW5FVM> (KS2)

## Diwali

There is a longer retelling of the story of Rama and Sita here:  
<https://www.youtube.com/watch?v=pp59n0So-XE> or you may prefer to use the animated retelling as part of the BBC Religions of the World series:  
<https://youtu.be/uRpNNF4fB4g>

There is an animated retelling of the Ramayana here:  
<https://www.youtube.com/watch?v=Tn0oZ3ulGUM>

**There are many books available for telling the story of Diwali. Here are just a few of them:**



Where you can, invite in Hindu visitors to talk about their own celebration of Diwali and make links between beliefs and practices. You could also visit a Hindu mandir around the time of Diwali, when the temple will be beautifully decorated for the festival (for contact details see the end of this document).



One of our Hindu representatives has put this video together about Diwali, available on the Coventry SACRE YouTube channel:

<https://www.youtube.com/watch?v=LLZq86nBC6E>

BBC's My Life, My Religion also have a great video for Diwali:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3> and

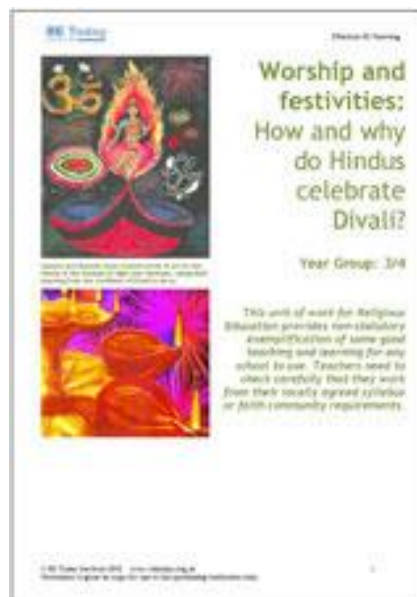
experiencing Diwali through the experiences of two young Hindus helps to ensure encounter is at the heart of good RE.

<https://www.bbc.co.uk/bitesize/clips/z787tfr> and

<https://www.bbc.co.uk/bitesize/clips/zxjxn39> are useful BBC Bitesize videos on Diwali.

Another useful resource from RE Today is *Worship and festivities: How and why do Hindus celebrate Diwali?* By Lat Blaylock

<https://shop.retoday.org.uk/100331>





## **Holi**

Holi is another Hindu festival younger pupils will enjoy finding out about due to its colourful, vibrant nature.

As part of Coventry City of Culture, the Sahyadri Friends Group created a series of videos about the celebration of Holi which can be accessed here:

<https://coventry2021.co.uk/explore/holi-2021/>

For a collection of beautiful images see:

<https://www.google.co.uk/search?q=Holi&client=gmail&rls=aso&authuser=2&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjNndjXjc KAhVFFQ8KHUFeC7cQsAQIUA&biw=1366&bih=659>



One of our Hindu SACRE reps has put together a video about Holi which you can access via our Coventry SACRE YouTube channel:

<https://youtu.be/GZIoJ1IlykY>

BBC Bitesize has a video on Holi here:

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qqy9q>

This My Life, My Religion shows two Hindu young people celebrating Holi:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx>

You may wish to do some practical activities to learn about Holi. Contact SACRE for a risk assessment you can adapt for your own use in school:

[sacre@warwickshire.gov.uk](mailto:sacre@warwickshire.gov.uk)



## **Murti**

Murti is a Sanskrit word meaning form, embodiment, or solid object. Worship of murti is central to Hindu practice. Murti themselves are not a god but are central aids to worship; the embodiment of a given deity. They are typically made from stone, wood, metal or pottery. Ancient Vedic texts describing their proper proportions, positions and gestures and these, alongside the animals they are depicted with, help to make murti distinct and identifiable by those outside of the Hindu traditions. A useful blog for identifying gods and goddesses can be found here:

<https://tamilandvedas.com/2015/10/05/how-to-identify-hindu-gods-and-goddesses/>

In practice, and as part of Hindu theology, the *murti* may be considered to be God or the specific Hindu deity it represents. Some Hindu groups would describe the *murti* as a form of *avatar*.

Iskcon Educational Services offer two helpful analogies for helping pupils understand the role of murti in Hindu puja (worship):

### ***The post box***

*The murti is compared to a post box that is authorised to accept mail on behalf of the central post office.*

- *As most people live far from a central sorting office, the post office installs local boxes. Similarly, though most people cannot approach God in his abode, he appears as the murti before those who sincerely desire to serve him.*
- *We cannot put mail in any box; it must be authorised. Each box is made and installed under the authority of the post office. Similarly, sacred images should be made and worshipped only under scriptural guidance.*

### ***The expert electrician***

- *Though the murti is perceivable to our senses, Hindus consider it Brahman (spirit). Hindu thinkers differentiate between matter and spirit, but on a higher level consider both to be Brahman. God can change matter into spirit and spirit into matter. He is compared to an expert electrician who can use electricity to refrigerate and to heat. Though people in ignorance cannot perceive spirit (and hence God), the Lord may agree to appear before them in a visible form so that they can develop their relationship with him. The murti, though appearing to be matter, may function as spirit.*

Taken from:

<https://iskconeducationalservices.org/HoH/practice/worship/the-murti/>

This resource from RE Today establishes how to conduct enquiry in the classroom using murti as artefacts (in this case Durga, but the approach could be adapted):

<https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/RE:%20Reviving%20and%20Thriving/Durga%20Enquiry%20FM3b.pdf>

You can buy Hindu murti from TTS here: <https://www.tts-group.co.uk/large-hindu-god-figures-5pk/1003561.html>



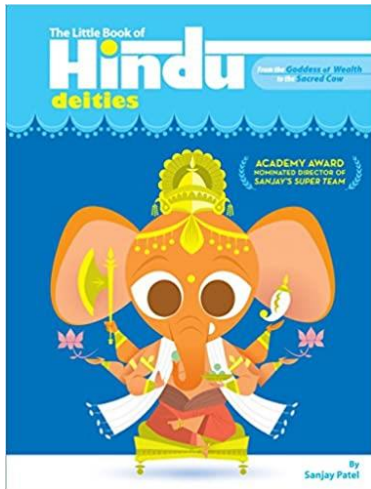
This image from BBC Bitesize shows the Trimurti of Brahma, Shiva and Vishnu:



Brahma is Creator, Shiva is Destroyer and Vishnu is Preserver and all three are essential to the Hindu understanding of God and of life. The GCSE BBC page here has some labelled drawings that might be useful for primary-aged pupils: <https://www.bbc.co.uk/bitesize/guides/z44bcj6/revision/3>

There is more information on the Trimurti here:

<https://iskconeducationalservices.org/HoH/practice/worship/the-trimurti/>



This book offers a simple pocket guide to identifying Hindu deities.

There are several video clips that can be used to find out about specific deities. Here you will find an animation of the Life of Krishna:

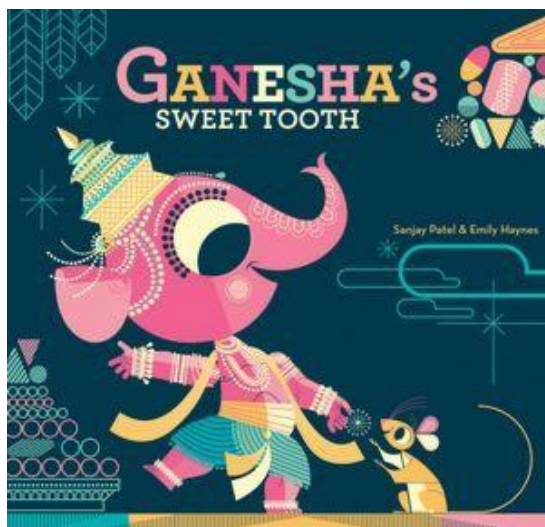
<https://youtu.be/VwjZvTZlvp8>



There are a whole series of Krishna tales by Big Animation on the YouTube playlist here:

<https://www.youtube.com/playlist?list=PLB973DBD69DB69061>

The picture book, Ganesha's Sweet Tooth, is a very accessible way to learn about Ganesh, and some Hindu vocabulary too.





*Ramayana: The Divine Loophole* is a fabulous book to have in any primary classroom.

BBC Bitesize have videos on Lakshmi:

<https://www.bbc.co.uk/bitesize/clips/z2d2hyc> and Ganesh:

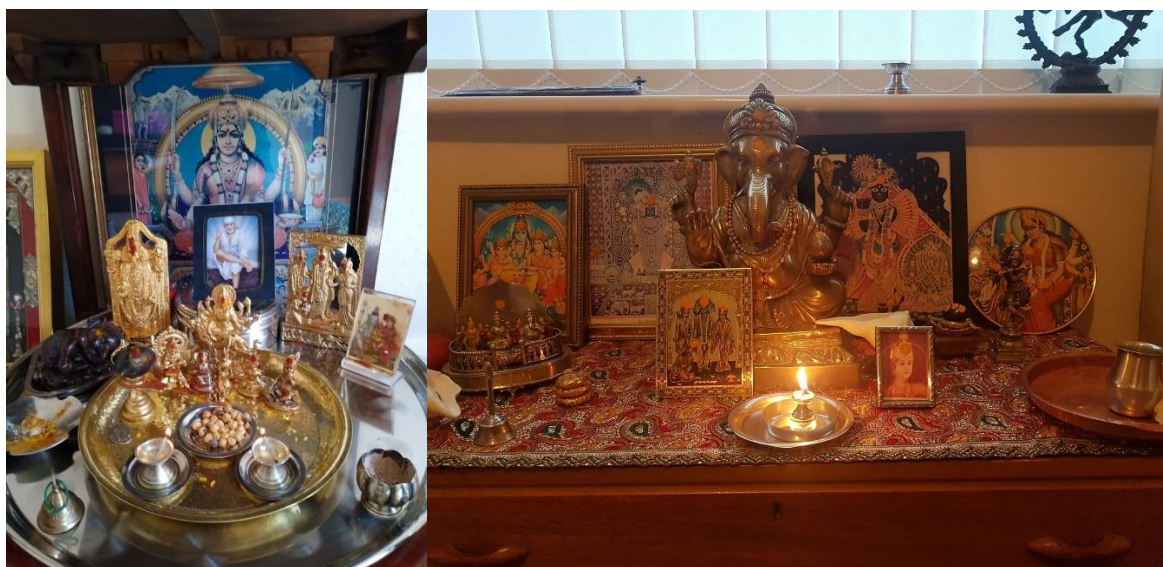
<https://www.bbc.co.uk/bitesize/clips/zt7tfg8>

This video explains the importance of dance in Hindu worship:

<https://www.bbc.co.uk/bitesize/clips/z6q6sbk>

### Puja (Worship)

Puja is the Sanskrit word for 'worship'. Much of Hindu worship takes place in the home, with the mandir being visited less frequently than places of worship in other traditions.



Locally, Shah's Pan House is a seller of Hindu articles: 523 Foleshill Rd, Coventry CV6 5AU, including items for puja, murti (statues of Hindu gods and goddesses) and images of Hindu deities.

Inviting a Hindu visitor in to show the items they use for puja, explaining the significance and perhaps performing the Aarti Ceremony would be a great learning experience for pupils. You may have parents or staff who are Hindu and can do this for you.



Hope Education sell a Hindu artefacts set that includes a puja (pooja) set:  
[https://www.hope-education.co.uk/Product/Curricular/RE/Hinduism/Hinduism-Artefacts-Pack/HE1666298?pk\\_cid=1&pk\\_keyword=HE1666298&pk\\_medium=multi-feeds&pk\\_campaign=Google&pk\\_source=Google&pk\\_content=BusinessIndustrial&utm\\_source=Google&gclid=Cj0KCQjwraqHBhDsARIsAKuGZeFhLUfUrM4fuDkiareZbWWtNDE3PbcewkCiRRTiUJ810MqCg2OfxggaAnA2EALw\\_wcB](https://www.hope-education.co.uk/Product/Curricular/RE/Hinduism/Hinduism-Artefacts-Pack/HE1666298?pk_cid=1&pk_keyword=HE1666298&pk_medium=multi-feeds&pk_campaign=Google&pk_source=Google&pk_content=BusinessIndustrial&utm_source=Google&gclid=Cj0KCQjwraqHBhDsARIsAKuGZeFhLUfUrM4fuDkiareZbWWtNDE3PbcewkCiRRTiUJ810MqCg2OfxggaAnA2EALw_wcB)

Starbeck have many authentic Hindu artefacts for sale on their website or via the travelling Van. You can view artefacts here:  
<http://www.starbeck.com/hinduism.htm>



Sequin Wallhanging  
IN-162 £12



4 x Diwali Lamps  
HN-103 £6



Shiva Puppet  
IN-112 £18



Chundri  
HN-124 £7



Wedding Card  
HN-121 £1.50



Flower Garland  
HN-162 £8



Carved Ganesh Mask  
HN-171 £24



Large Brass Ganesh  
HN-128 £55



Temple Cloth  
HN-125 £10



Sari  
HN-126 £14



Dancing Sticks  
HN-120 £4



Prayer Beads  
HN-106 £3



Mehndi Pattern Book  
HN-136 £4



Mehndi Stencils  
HN-137 £3

Coventry SACRE YouTube channel has a Hindu kirtans video:

<https://youtu.be/KPmPnk4XWJ8>

There are two good clips you can use to show pupils what happens during worship in a Hindu home:

<https://www.youtube.com/watch?v=iyw5EJRKEXU>

<https://www.bbc.co.uk/bitesize/clips/zh2hyrd>

BBC Bitesize has a video on Hindu puja here:

<https://www.bbc.co.uk/bitesize/clips/zh2hyrd>

There is a Charlie and Blue video on TrueTube all about Hindu worship:

<https://www.truetube.co.uk/film/charlie-and-blue-hear-all-about-hindu-worship> and an accompanying PDF from RE Online:

[https://www.reonline.org.uk/wp-content/uploads/2019/05/lp5\\_hindu\\_worship\\_final.pdf](https://www.reonline.org.uk/wp-content/uploads/2019/05/lp5_hindu_worship_final.pdf)

This website offers a good explanation of what happens during puja:

<https://www.learnreligions.com/what-is-puja-1770067>

### Hindu Mandir

The best way to show pupils what happens inside a Hindu mandir is to book a visit to a local temple (see end of this document for contact details) but if you cannot do that, a video tour will also provide a helpful insight for pupils:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39>

TrueTube's Holy Cribs series also features the Hindu mandir:

<https://www.truetube.co.uk/film/holy-cribs-mandir>

This website has a ten minute video of inside a mandir with teacher notes:

[https://www.reonline.org.uk/specials/places-of-worship/hinduism\\_video.htm](https://www.reonline.org.uk/specials/places-of-worship/hinduism_video.htm)

### Karma, Samsara and Moksha (The Cycle of Birth and Rebirth)

This is a helpful video for introducing pupils to Hindu concepts around the cycle of birth and rebirth:



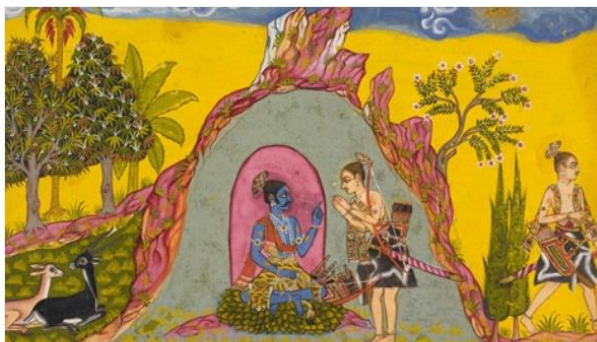
<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3>

Sometimes art can help to represent a complex topic, such as this symbol used to demonstrate moksha; release from the cycle of samsara:



## Vedic Texts

The British Library has a section in its 'Sacred Texts' website dedicated to Hindu Vedic scriptures:



### **Sacred texts in Hinduism**

Article by: Julius Lipner

Professor Julius Lipner discusses the distinctive nature of Hinduism and its sacred texts, drawing on the Vedas and epic compositions.

[Read more](#)

### **Discovering Sacred Texts: Hinduism**

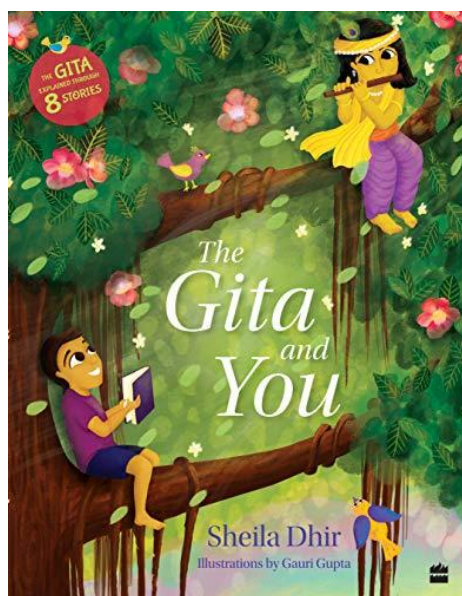
Discover the diversity and richness of Hinduism, from the ancient oral tradition of the Vedic texts, the colourful stories of the Ramayana and Mahabharata, and the ways in which gods and goddesses are worshipped today.

[View Video](#)



<https://www.bl.uk/sacred-texts/themes/sacred-texts>

Using a book such as this one may help to make parts of the Bhagavad Gita accessible to pupils, explaining the meaning for living sitting within some of the stories contained in the Vedic text:



### Data on Hindu Lived Experience

The Pew Research Centre have some interesting data you can look at with pupils using a human and social sciences lens, such as this on yoga:

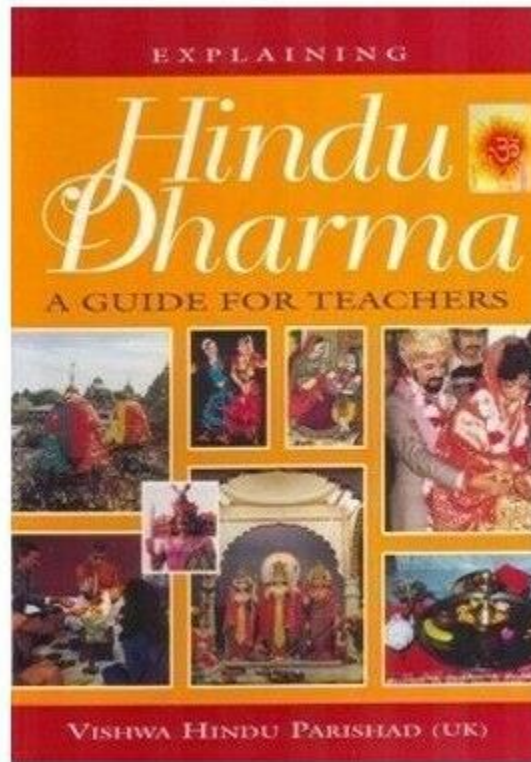
<https://www.pewresearch.org/fact-tank/2021/07/06/most-indians-including-most-hindus-do-not-practice-yoga/> , this on religious freedom in

India: <https://www.pewresearch.org/fact-tank/2021/06/29/key-findings-about-religion-in-india/> and this about Diwali:

<https://www.pewresearch.org/fact-tank/2014/10/22/diwali-hindu-festival-of-lights-is-celebrated-by-more-than-just-hindus/>

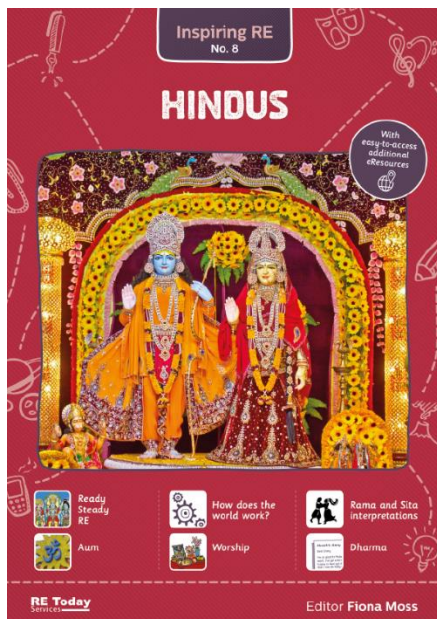
### General Resources for Teaching Hindu Traditions

This book, recommended by one of our Hindu SACRE members, offers comprehensive support for developing your subject knowledge about Hindu traditions:



RE Today have a very useful resource for introducing pupils to Hindu Traditions: Inspiring RE: Hindus by Fiona Moss:

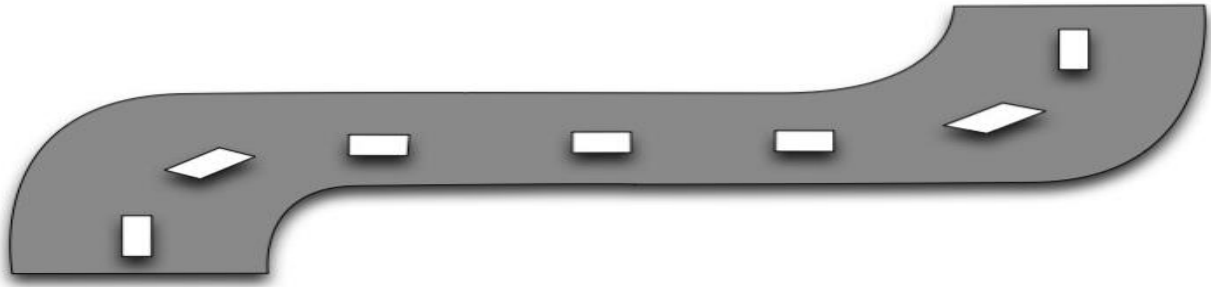
<https://shop.retoday.org.uk/190305>



There is a general introduction from BBC Bitesize:

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>





## KS3

### Diwali

Students in Years 7 and 8 continue to study worldviews and religious celebrations. A major celebration within the KS3 curriculum is Diwali. Diwali is celebrated by Hindus from around the world. You can address Diwali during KS3 in many different ways, including academically and interactively. You may wish to centre your lessons on an evaluative question, encouraging students to assess the significance of this celebration by both religious and non-religious believers. For example, ‘The story behind a festival is what makes it great?’ Activities for the lesson(s) could be centred on evaluating why Hindus celebrate Diwali today but moreover, how they celebrate Diwali today and the significance of these actions. Diwali could also be celebrated by students interactively through a variety of workshops from external visitors and speakers. Currently, we have three workshops planned for our Diwali celebrations, which include the ISKON Education service. Here they work with Year 7 students, exploring the significance of the Hindu religion and how Hindu’s celebrate Diwali today. This includes dressing up and acting the story out. Our Year 8 students take part in a different workshop delivered by an external speaker. Here, Year 8 students experience the Diwali celebration through 3D temple making, sari demonstrations and we have food tasting. This allows students to see and experience first-hand how Diwali is celebrated from around the world. Year 9 students take part in a Diwali dance workshop, which allows our students to experience Diwali differently over three years. Students here learn a dance routine and then perform this at the end of the workshop.

### Forms and places of worship

#### How do Hindus express their devotion to God?

### Mandirs

In order to highlight the lived experience of the Hindu faith, you may wish to cover a lesson on Hindu places of worship. Mandir is the Hindu term for a temple. In many temples, the space in the very centre is the most sacred part, and is often where the murti is kept. All the other features of the temple, such as statues and alters, are arranged around the centre. This is seen as mirroring the universe, because the whole universe, including demons, humans, gods, heavens and hells, revolve around the supreme Deity.

When worshippers arrive at the temple, they take off their shoes as a sign of respect. Arti – A small tray containing five lights is slowly waved in front of the murti. Then it is taken among to the people who are worshipping. Sometimes they put small gifts of money on the tray. They hold their hands over the flames, then wipe their hands over their heads. They believe that by doing this they receive power from God. Special hymns are also sung.

### Puja

You could begin a lesson around puja with discussion questions:

- When you need time to yourself, where do you go?
- Where would you go in your home?
- What helps you when you need to concentrate?

In Vedic times. Hindu worship often involved public sacrifices of animals or food. Today, these only happen in a small number of Hindu communities. Most Hindu homes have a shrine in them and Hindus perform puja, or worship, at home. These shrines usually contain an image of the deity or deities that are most important to that particular family. Offerings of flowers, fruit and coconuts are placed in front of the images. These offerings keep alive the tradition of Hindu sacrifice that goes back over 3000 years.

An evaluative statement around worshipping at home could be, 'having a shrine at home ensures a person worships every day.' Discuss.



### Murti and darshan

A key question you may wish to centre your lesson around could be, 'how should a place of worship be designed?' Discuss.

Or you may wish to pose a debate question to the class, "Having many ways to worship makes it more difficult to get it right." Discuss.

You may wish to centre your lesson on the senses, including sight. For example, the image of a deity found at a Hindu shrine or temple is called a murti, which means 'form' or 'image'. A murti is not a deity itself – it is just an image of the deity. However, Hindus believe that if it is produced and installed in the right way then the murti has a special connection to the deity.

The word darshan is used to describe a special way of seeing a murti. In darshan, a Hindu focuses on the murti in a devoted way, making this 'seeing' an act of worship. Hindus believe that by seeing the murti in this way, they will receive blessings and a sort of energy or force from the deity. Sometimes, darshan can also be of a holy man or women. Hindus might travel to receive darshan from a holy person. Seeing such a person provides an opportunity to express devotion to the deity to which the man or women has dedicated their life. Hindus believe that if they are standing in the presence of a murti, they are, in a way, standing in the presence of God.

'Learn to meditate ...Thus, you will master the senses, the emotions, the intellect...and free yourself from anger and desire.' (Bhagavad Gita)



## Yoga

A lesson centred on Yoga can introduce students to the concept of mindfulness and wellbeing. As part of your lesson, you may wish to practise yoga with your students to embed the importance of this practice and the impact this may have on the mind and body.

What is yoga?

Yoga is practised by both religious and non-religious believers. Yoga is a Sanskrit word meaning 'yoke', a harness that is placed on an animal to control it. Yoga can also mean 'concentration', which is a key part of its practice. Hindu's believe yoga allows you to focus on truly important things and achieve a better reincarnation, or even moksha.

How do you practise yoga?

Asanas- the postures people move their bodies into

Pranayama – 'breath control'. Being aware of and in control of your breathing is important in yoga, as it can calm you down and make it easier to concentrate and meditate.

Dhyana – 'meditation'. Meditation can involve concentrating on one object without letting anything else distract you

For many Hindus, they believe for yoga to be successful it needs to involve all three elements above. Without meditation, your mind will still be distracted, and you will continue to be reincarnated.

Ascetics are people who have chosen to live their lives without the everyday comforts we are used to. In India, ascetics often live outside, or continually travel from one place to another. They eat only simple food and often fast for long periods. They have few possessions and clothes, and they tend to live by begging, Hindus believe that they can gain good karma by giving ascetics food or other help.

Some Hindu ascetics believe that their lifestyle will generate a lot of tapas, which means 'heat' in Sanskrit. Tapas purifies the mind and body.

## The legend of Vishvamitra



You may wish to share with your students the Hindu myth of Vishvamitra. In the Ramayana, a man named Vishvamitra is said to have built power and great abilities by meditating and fasting at the top of the Himalayas. Vishvamitra was not always perfect, and he is said to have once used his ascetic powers to turn a beautiful lady into stone for 10,000 years because she disturbed his meditation.

In order to develop student's skills and encouraging reflection on Hindu traditions, you may wish to base your lesson on an evaluative statement. For example, 'the most spiritual life is an ascetic life.' Discuss. This will enable students to seek the advantages of both sides of the argument.



<https://www.phoenixyoga.org/> (Coventry and Warwickshire)

<http://innerpeaceyoga.co.uk/> (Coventry and Warwickshire)



## **KS4 GCSE**

### **Ideas about the nature of God and existence**

Brahman – ultimate reality as divine consciousness – Hinduism teaches that there is one Great power. This one Great power is called Brahman. Many Hindus would say Brahman can be translated as ‘God’. It is everywhere, and everything that exists lives in Brahman all the time. Nothing would exist if God was not it. They say that it is like salt dissolved in water. The salt is present even in the tiniest drop of water, and makes it what it is. In the same way, God is in everything in the universe, and this makes everything what it is.

Trimurti means ‘three forms,’ the three images of God:

- Brahma – the creator - God creates everything
- Vishnu – the preserver – God supports everything in life
- Shiva – the destroyer – God takes life

Male and female deities:

- Ganesha – the God of wisdom and strength
- Lakshmi – the goddess of beauty and wealth, and good fortune
- Hanuman – the monkey God and stands for intelligence

### **Beliefs about the nature of human life**

Atman – the soul in everything. Reincarnation is a very important part of Hindu teaching. It is the beliefs that when your body dies, your soul (atman) moves on to another being. The soul in everything is the same – there is no difference between the soul in a plant or animal and a human being. Hindus believe that the soul moves through a series of ‘steps’. It



begins in plants and animals, and goes onto human beings. The continual cycle of birth and death is called samsara. The end of samsara is called moksha. It is what every Hindu hopes to achieve. The soul breaks out of the cycle of rebirth, and joins with Brahman. Hindus say that this is like a river merging with the sea.

“As a man casts off his worn-out clothes, and takes other new ones out in their place, so does the embodied soul cast off his worn-out bodies, and enter others anew.” (Bhagavad Gita)

Individual freewill and responses to suffering – Hindus believe in Karma – that all actions in life have consequences. People in life have choices and these choices create good or bad karma. Hindus should not ignore suffering. Only humans create good karma. Animals do not create karma because they do not make moral choices.

You may wish to debate and discuss with students how their beliefs may influence their actions. For example, ask students to come up with three classroom rules which they believe would generate good karma.

You could also discuss with students Hindu beliefs on life after death, ‘The Hindu idea about life after death is the best explanation for what happens when we die.’ Discuss.

Personal virtues – You may wish to explore key personal virtues within the Hindu tradition through extraordinary individuals who have inspired Hindus around the world:

- **Manu** – At the time of Manu, humans had become evil, so Vishnu descended to earth as a small fish. In the story, the fish asks Manu to save it from the larger fish in its small pond. Manu shows compassion and cares for the fish himself. The fish reveals itself as Vishnu and declares that a great flood is going to wipe out humanity because of all of the evil in the world. The fish tells Manu to build a ship that will save him and his family. When the flood is over, Manu’s sacrifices to Vishnu enable him to repopulate the world.

- Shankara – Shankara lived in India around 1300 years ago. He became an ascetic when he was a teenager. One day, he knocked on the door of an elderly lady. Although she was poor, she did not want to send a holy man away with nothing, so she gave him her last piece of fruit. When he realised how poor the lady was, he composed a hymn to Lakshmi, the goddess of wealth. As a result, the old lady was rewarded with a shower of golden fruit.

The four aims of human life:

- Dharma – In Hinduism, people’s thoughts and behaviour store up karma, which affects their next lives. When it comes to living a good life, the key idea in Hinduism is dharma (duty). Following dharma carefully is likely to create good karma and cause a good reincarnation in the next life.
- Kama – In Hinduism, Hindus aim to achieve pleasure in many ways, including sporting activities and cultural interests, but it is important to note that kama is also derived from sexual pleasure.
- Artha – In Hinduism, Artha is the pursuit of wealth and property
- Moksha – In Hinduism, moksha is freedom from rebirth, and reunion with Brahman. Hindus focus on worship of God, think about helping others rather than themselves, treat all life as important and are tolerant to others.

## Practices

### Worship and festivals

A ‘BIG’ philosophical question, ‘how should a place of worship be designed?’

Places of worship and their importance – Hindu temples are called mandirs. In the temple centre, there is a main shrine, with a courtyard all the way round it, surrounded by the temple wall. The wall can be high or low as it is only there as a marker for this holy space. The main shrine is called the garba griha. In here, there will be deity to whom the temple is dedicated.

A 'BIG' philosophical question, 'What should worship be like?'

Worship at the temple – Temples are open all day, every day. All temples have priests.

Puja – ceremonial worship of a deity via a murti (image or statue). There are many different forms of puja. In the temple, the deity image will be washed and dressed by the priests – often with flower garlands. Water, food, and flower offerings are made, while prayers or mantras are chanted.

What happens at an arti ceremony?

An arti ceremony is the greeting of the deity and offerings are made by moving them in a clockwise circular motion in front of the deity. A bell is rung and Hindus will meditate on the deity. The worshipper draws their hands over the lit flame. This is significant as when the lamp is waved in front of the deity, worshippers believe it becomes filled with the love and energy of the deity. When they pass their hands over the flames, they take these blessings on themselves.

Hinduism and the environment – Some Hindus see the Earth as a revelation, so it must be respected. Hindus believe in karma and reincarnation, so if we mistreat the Earth or abuse its resources, we are causing future problems. Hinduism teaches animals should be treated fairly and moreover, many Hindu gods have animal forms. Cows in particular are considered sacred to Hindus because they are linked to the god Krishna.

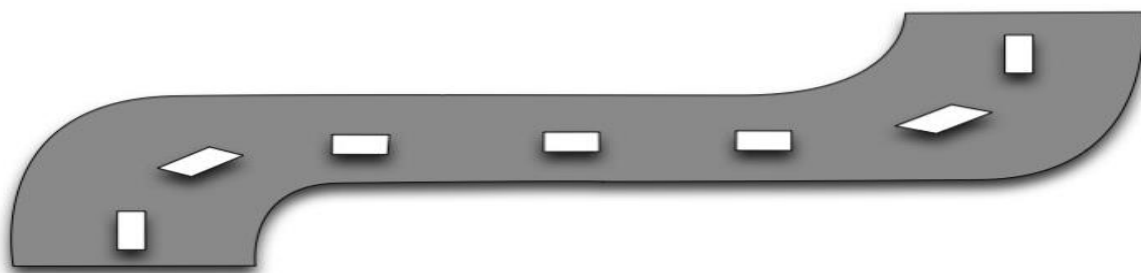
### **Celebrating Diwali**

<https://www.bbc.co.uk/bitesize/clips/z8rxn39>

### **BBC 1: Being Hindu**



<https://www.bbc.co.uk/iplayer/episode/p096g913/being-series-1-3-hindu>



For all year groups, facilitating 'encounter' with ... as a living faith is very important. Visiting the place of worship or inviting in a faith representative into school are excellent ways for pupils to encounter the living faith.

Local Visitors:

Year 7 Hinduism workshop in school

[ies@krishnatemple.com](mailto:ies@krishnatemple.com)

Hari Krishna temple, Watford

Year 9

Diwali dance workshop

Kalpesh Zalavadiya | Artistic Director

K'z Dance Entertainment Ltd UK

Tel: +44(0)79031 22860

E-mail: [info@kzdance.co.uk](mailto:info@kzdance.co.uk)

Website: [www.kzdance.co.uk](http://www.kzdance.co.uk)

**Local Mandirs for School Visits:**

Shree Krishna Mandir

High Road

Leamington Spa

Warwickshire

**Phone:** 01926 452247

<https://shreekrishnamandirlspa.co.uk/>

[admin@shreekrishnamandirlspa.co.uk](mailto:admin@shreekrishnamandirlspa.co.uk)



Shree Krishna Mandir, Leamington Spa

Shree Krishna Temple

Harnall lane

Coventry

CV1 4EZ.

<https://www.sktcoventry.org.uk/>

[info@sktcoventry.org.uk](mailto:info@sktcoventry.org.uk)



BAPS Shri Swaminarayan Mandir,  
Coventry  
Hindu temple  
07956 877353

Radha Krishna Cultural Centre  
Kingfield Rd  
Coventry CV1 4DW  
024 7655 2822

**Hindu SACRE representatives available for school visits/talks:**

Santosh Kundi\* (SACRE Member)

[ramesh.kundi@sky.com](mailto:ramesh.kundi@sky.com)

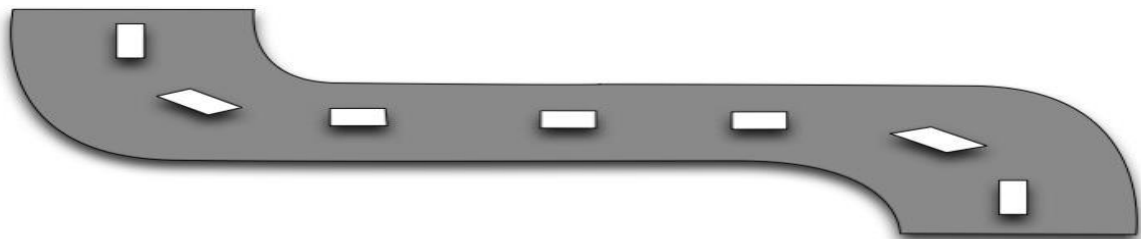
\*Available for visits in the Leamington/Warwick area

Hema Yellapragada (SACRE Member)

[hemayellapragada@gmail.com](mailto:hemayellapragada@gmail.com)

Deepak Naik\* (Coventry Sacred Space) [deepak.naik@ntlworld.com](mailto:deepak.naik@ntlworld.com)

\* Available for visits in Coventry & North Warwickshire







For further support on Hindu Traditions subject knowledge download our Hindu Subject Knowledge Session Clip here:

<https://i.warwickshire.gov.uk/book/export/html/20725>

RE Online offers ... subject knowledge here:

<https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/>

and this is also a great resource for teachers:

[https://www.egfl.org.uk/sites/default/files/School effectiveness/Teaching and learning/Teaching%20Hinduism.pdf](https://www.egfl.org.uk/sites/default/files/School%20effectiveness/Teaching%20and%20learning/Teaching%20Hinduism.pdf)