

What do Hindus Believe? How do they express their faith?

Substantive Knowledge to test:

- Hindus believe in a God with many faces Brahma.
- Hindus believe truth is eternal.
- Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues).
- Karma – how Hindus act for others and themselves.
- Murti – an image, statue of the divine and seen as a deity.
- Samsara – the cycle of birth, death and rebirth
- Moksha – is when the soul passes through many lives.
- Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses.
- Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.

Disciplinary Knowledge to test:

- ✓ Describe different sources of authority and how they link with beliefs.
- ✓ Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.
- ✓ Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.
- ✓ Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.
- ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Substantive Retrieval Questions:

- Who is Brahma?
- What do Hindus believe about truth?
- What is karma?
- Can you describe the difference between a murti, samsara and moksha?
- What is a mandir?
- What is ahimsa?

Disciplinary Retrieval Questions:

- How do Hindus try to achieve dharma and why?
- Why is Mahatma Gandhi a good example of a life lived according to the concept of ahimsa?
- Can you explain how karma might influence the way a Hindu acts?
- Why is samsara and moksha important to Hindus?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against: **Human/Social Sciences**

A. The diverse nature of religion

Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.

B. Diverse ways in which people practice and express beliefs

Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews

C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs