

Progression of Unit Outcomes specific to each Religion/ Belief: Year 1

Hinduism- Samsara and moksha, Brahman (God) and atman, Karma and dharma

Autumn Term 2021
Objectives taught are highlighted on the subject road map table
Objectives not taught:
Reasons why objectives were not taught:
Initials of children who are assessed to be ARE:
Initials of children who are assessed to be below ARE:
Additional notes:
Spring Term 2022
Objectives taught are highlighted on the subject road map table
Objectives not taught:
Reasons why objectives were not taught:
Initials of children who are assessed to be ARE:
Initials of children who are assessed to be below ARE:
Additional notes:
Summer Term 2022
Objectives taught are highlighted on the subject road map table
Objectives not taught:
Reasons why objectives were not taught:
Initials of children who are assessed to be ARE:
Initials of children who are assessed to be below ARE:
Additional notes:

EYFS	KS1	LKS2	UKS2
		L2.7: What do Hindus believe God is like? (Brahman/atman?)	U2.7: Why do Hindus want to be good? (Karma/dharma/samsara/moksha)
		L2.8: What does it mean to be Hindu in Britain today? (Dharma)	

	<ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> • Identify the terms '<i>dhama</i>', '<i>Sanatan Dhama</i>' and 'Hinduism' and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dhama</i>) <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. <i>dhama</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about <i>dhama</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dhama</i>, <i>karma</i>, <i>moksha</i>, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dhama</i>), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in <i>karma</i> and <i>dhama</i> might have on individuals and the world, recognising different points of view.
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