




Religion /Worldview: HINDUISM	Enquiry Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Autumn 1
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In this enquiry, the children look at the story and beliefs behind the Diwali festival They look at celebrations and the symbols used to remember the story

Learning Objectives: We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus?

BAS: Religion and the Individual Religion, family and the community. Places of worship Sacred texts- Teaching and Authority Beliefs and Questions

Core Knowledge	Link to other aspects of belief	
<p>This enquiry looks at the festival of Diwali, which is the Story of Rama and Sita, as well as how it is celebrated.</p> <p>Diwali is an extremely popular Hindu festival which happens at the start of winter. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile. It is a classic story of good defeating evil. The theme of the story is Good vs Evil. This triumph of good over evil</p> <p>The story tells of a famous warrior, Prince Rama, and his beautiful wife, Sita, who were banished from their home by the King. When Sita was kidnapped by Ravana, Prince Rama fought a mighty battle and the whole world rejoiced when Rama eventually killed the evil Ravana.</p> <p>The festival is celebrated on many levels. It is symbolic that the lighting of small lamps signals moving from darkness to light or from ignorance to knowledge</p> <p>A ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too.</p> <p>Money is given to charity; gifts are exchanged, and a family feast is held.</p> <p>Bells and drums are played. Mountains of food are arranged in the mandir as a thanksgiving. Hindus conduct puja using a puja tray. The goddess Lakshmi is worshipped to bring prosperity.</p> <p>Hindus make rangoli patterns on the floor, rows of diya lamps are lit, they make sweets, use mehndi to make patterns on their hands, set off fireworks and play music.</p> <p>Puja is conducted at home.</p> <p><u>Rangoli patterns</u></p> <p>Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals. The purpose of rangoli is mainly to be decorative but is also thought to bring good luck.</p>	<p>Brahman – One God with many deities</p> <p>Holy books and stories of good triumphing over evil</p>	

Vocabulary	History/Context	Impact on believer/daily life	Other RE Curriculum links
<p>Diwali: festival commemorating the Ramayana</p> <p>Ramayana: one of the holy books – story of Rama and Sita</p> <p>Rangoli: decorative patterns</p> <p>Puja: Hindu act of worship</p> <p>Mandir: The name for the Hindu place of worship.</p>	<p>Hinduism had no official starting point, it grew out of a community of people nearly 5000 years ago.</p> <p>The Story of Ramayana reminds Hindus of the importance to stand up to evil</p>	<p>The celebrations involve all members of the family – family life is very important to Hindus and they often have a shrine at home for worship.</p> <p>The poor are also remembered.</p>	<p>This is the first enquiry on Hinduism – check what the students already know.</p> <p>Start with the belief in God before heading into the story of Diwali.</p>

Diva lamp: An oil lamp usually made from clay, with a cotton wick dipped in oil.			
Possible Homework links	Other Curriculum Links		Personal connection / resonance
What family celebrations do we have? Is it important to celebrate together?			Why is it important to remember the old stories? Why is it a good thing to have a family celebration? What special foods are present at special occasions?
Prior Knowledge			
No prior learning Only from assemblies, stories or through the direct experiences that class members have shared			
Suggested Activities		Questions to support greater depth	
<p>Children to make a belonging map, thinking of all the places/ groups they belong to. Children to leave a space on their map for something they would like to belong to, either now or in the future. Explain the feelings that go with this – what is it like to belong? Children could make a box all about themselves and share it as a class, focusing on the sense of belonging and the feelings this evokes.</p> <p>Children to make their own story book of Rama and Sita and explain their importance in the story – What do Hindus learn from the actions of the lead characters? How is Ravana a symbol of evil? Why was it important that people stood up to this evil? What might have happened if they hadn't? How should this influence Hindu behaviour today?</p> <p>Conscience Alley – Teacher or a child to assume the role of a Hindu child and ask the children to stand in two rows, facing each other. Both sides have prepared opposing arguments for the key question. Teacher or child to walk down the middle and ask both sides for their opposing views, making a decision at the end, based on the children's arguments. Each individual child to consider one way in which Divali encourages belonging for a child and for the community. They note this down and then all share their ideas with each other and see if one answer emerges as the favourite</p> <p>Collect symbols of belonging, e.g. football club badges etc.</p> <p>Outside - Use chalks and natural materials to make rangoli patterns.</p>		<p>What does it mean to belong/have a sense of belonging? Can you think of any groups or clubs that you belong to? Are there are traditions or things that you do in these clubs that make you feel you belong? What does belonging mean to you? What do you think gives a sense of belonging, shared beliefs or shared activities or both?</p> <p>What is the link between the story and Divali? Which character do you feel represents the true meaning of Divali?</p> <p>Can you think of any customs and traditions that Hindus do to celebrate the festival of Divali? Which of these do you think might give a Hindu the greatest sense of belonging and why? What activities would you like to join in with if joining in with Divali celebrations with a Hindu family? Would you have the same feeling of belonging and if so why/why not?</p>	

Invite Hindu visitors in to share their experiences of Divali celebrations.

Make mehndi patterns

British values



INDIVIDUAL LIBERTY

MUTUAL RESPECT

TOLERANCE of those of different faiths and beliefs

End Point Expectations

I can tell you three important actions I could take to support a group I belong to.

I can discuss my understanding of my group's symbol.

I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.

I can start to say why Divali might bring a sense of belonging to Hindus.

SEND core skills

VISIT A HINDU TEMPLE - BAPS Shri Swaminarayan Mandir, London Pramukh Swami Rd, Neasden, London NW10 8HW

Assessment Opportunity

Personal resonance/reflection

I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.

I can express my own opinions and start to support them with rationale.

Knowledge and Understanding

I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.

Skills of evaluation & Critical thinking

I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.