



Lowerhouse Junior School KS2 Progression - Hinduism Religious Education



Year 3 - Who should we follow? (Why is family an important part of Hindu life?)

RE Skills	<ul style="list-style-type: none"> show awareness of similarities in religions identify beliefs and values contained within a story/teaching identify the impact religion has on a believer 	<ul style="list-style-type: none"> identify how religion is expressed in different ways use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> in relation to matters of right and wrong, recognise their own and others' values discuss own questions and responses related to the question 'who should we follow – and why?'
	<ul style="list-style-type: none"> develop an understanding of the importance of duty and commitment to many religions know that following dharma (religious duty) is an important part of Hindu life *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 	<ul style="list-style-type: none"> describe how and why Hindus might celebrate Raksha Bandhan identify aspects of the celebration which remind Hindus of their dharma *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?) 	<ul style="list-style-type: none"> identify sources of authority and inspiration *consider what our 'duties' as human beings are 	<ul style="list-style-type: none"> reflect on their own duties – to themselves, to their families, to their communities *discuss who or what they follow – and why



Lowerhouse Junior School KS2 Progression - Hinduism Religious Education



Year 4 - How should we live our lives? (What might a Hindu learn from celebrating Diwali?)

RE Skills	<ul style="list-style-type: none"> describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> describe the impact religion has on believers' lives explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> reflect on their own personal sources of wisdom and authority
	<ul style="list-style-type: none"> * explore teachings about good and evil in the story of Rama and Sita * describe what moral guidance Hindus might gain from the story of Rama and Sita * 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 	<ul style="list-style-type: none"> * use subject specific language to describe how and why Hindus celebrate Diwali * explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	<ul style="list-style-type: none"> * discuss (with relevant examples) the importance of the belief that good overcomes evil * suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> * reflect on their own concept of 'goodness' * discuss what gives them hope during difficult times



Lowerhouse Junior School KS2 Progression - Hinduism Religious Education



Year 5 - Where can people find guidance about how to live our lives? (What might Hindus learn from stories about Krishna?)

RE Skills	<ul style="list-style-type: none"> • make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> • explain differing forms of expression and why these might be used • describe diversity of religious practices and lifestyle within the religious tradition • interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> • explain (with appropriate examples) where people might seek wisdom and guidance • consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> • discuss and debate the sources of guidance available to them • consider the value of differing sources of guidance
	<ul style="list-style-type: none"> * make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty * explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus * explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer 	<ul style="list-style-type: none"> * describe and explain a variety of ways that Hindus might celebrate the festival of Holi * 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 * explain how Holi celebrations might express Hindu beliefs about equality 	<ul style="list-style-type: none"> * explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions * consider the different ways that myth and stories are and used * explain how a 'truth' might be contained within a story 	<ul style="list-style-type: none"> * consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) * discuss and debate things that they consider to be true that others might disagree with



Lowerhouse Junior School KS2 Progression - Hinduism Religious Education



Year 6 - In what way is life like a journey? (What is the Hajj and why is it important to Muslims?)

RE Skills	<ul style="list-style-type: none"> • analyse beliefs, teachings and values and how they are linked • explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • explain differing ideas about religious expression 	<ul style="list-style-type: none"> • consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • discuss how people change during the journey of life 	<ul style="list-style-type: none"> • raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • develop own views and ideas in response to learning • demonstrate increasing self-awareness in their own personal development
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •