

**Bullion Lane Primary School
Medium Term Plan for Religious Education**

Year: 3/4

Cycle: A

Term: Summer 1

Topic: What do Hindus believe and how does this affect the way they live their lives?

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Understand who is the founder of Hinduism and it developed out of Brahminism. • Know the main symbols of Hinduism. • Understand the word Hindu comes from the name of the River Indus. • Research how Hinduism is different from other faiths. • Know that Hindus believe in a universal soul/God called Brahmin. • Know that Hindus believe there is a part of Brahmin in everyone. • Learn about reincarnation and what it means to Hindus. • Know that Hindus believe that existence is governed by karma. • Know Diwali is a major Hindu festival • Understand the River Ganges is one of Hinduism's holy places • Discuss the four goals in human life for Hindus. 	<p>AF1: Thinking about religion and belief</p> <ul style="list-style-type: none"> • Make links between beliefs, stories and practices • Identify the impacts of beliefs and practices on people's lives <p>Identify similarities and differences between religions and beliefs</p> <p>AF2: Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> • Investigate and connect features of religions and beliefs • Ask significant questions about religions and beliefs • Describe and suggest meanings for symbols and other forms of religious expression <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> • Describe some religious beliefs and teachings of religions studies, and their importance <p>Practices and lifestyles (what people do)</p> <ul style="list-style-type: none"> • Describe how some features of religions studies are used or exemplified in festivals and practices <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> • Make links between religious symbols, language and stories and the beliefs or ideas that underlie them <p>Identify and experience (making sense of who we are)</p> <ul style="list-style-type: none"> • Compare aspects of their own experiences and those of others, identifying what influences their lives <p>Meaning and purpose (making sense of life)</p> <ul style="list-style-type: none"> • Compare their own and other people's ideas about questions that are difficult to answer <p>Values and commitments (making sense of right and wrong)</p> <ul style="list-style-type: none"> • Make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<p>Moksha</p> <p>Dharma</p> <p>Artha</p> <p>Karma</p> <p>Hindu</p> <p>Brahmin</p> <p>River Ganges</p> <p>Diwali</p> <p>Reincarnation</p> <p>River Indus</p> <p>Karma</p> <p>Existence</p> <p>Symbol</p>