

Scheme of work – Hinduism

This scheme of work for AS Religious Studies (7061) is designed to help you plan your teaching.

Assumed coverage

This scheme of work is based on 180 guided learning hours.

Sources of wisdom and authority

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| **Week** | **Learning activities** | **Resources** |
| 1 | Make the distinction between varna and caste. Many Hindus and Hindu scholars reject the idea that caste is a religious concept. For many the Purusha Sukta describes a Hindu ideal of class (varna), over time this has been developed into a ‘caste’ (jati) system.Introduction – map different sources of authority in religion. Ask students to evaluate different sources. Categories could include usefulness, accessibility, and relevance to modern world. Explain that Hinduism is no different to other world religions, lots of sources of authority. Explain that two main sources are Holy Books and Holy Men – show images of each for context. Explain the different categories of text in Hinduism (heard vs remembered) – can students think of reasons why one may be more important than another? Group work –teacher split class into groups, assign each group a different element of the specification, eg Vedas, Upanishads, Ramayana, the Bhagavad Gita, Manusmrti and Gurus (Swami Sivananda). Teacher to devise criteria for students to use to create a handout, presentation, poster which contains relevant information. Presentation –students feed back. During feedback, students fill in teacher-made grid with necessary information. Assessment –after all presentations, students to complete quiz/assessment to check knowledge and understanding eg Kahoot.Introduction–provide students with the Purusha Sukta – ask students: what is the text suggesting? Focus attention on V11-12. Explain/read about how each section of the man was used to symbolise a group of society. Think about the body part used. What was the role of each section?Explore lasting impact this has had on Hindus/ Hinduism today. Explain how a class system has been turned into a caste system. Explore the legacy of this and the impact today eg Dalits in India, the work of Gandhi to reform, Jay Lakhani. | Voiels, *Hinduism: A New Approach*, chapter 5, 1998Voiels, *Hinduism: A New Approach*, chapter 5, 2005Rodrigues, *Introducing Hinduism*,2006Rodrigues, *Introducing Hinduism*, 2017Jacobs, *Hinduism Today*, 2010[YouTube – introduction to Hindu scriptures](https://www.youtube.com/watch?v=Z1SScv2f_Io) [British Library – sacred texts](http://www.bl.uk/onlinegallery/sacredtexts/) [Article – Swami Sivananda: the life of a master](http://www.sivananda.org/teachings/swami-sivananda.html)[Article – the tradition of Gurus and Gurukulas in Hinduism](http://www.hinduwebsite.com/gurus.asp) [Rig Veda text](http://www.sacred-texts.com/hin/rigveda/rv10090.htm) Fowler, *Hinduism: Beliefs and Practices*, 1996Rodrigues, *Introducing Hinduism*,2006Rodrigues, *Introducing Hinduism*, 2017[BBC article – why are Hindus against a caste law?](http://www.bbc.co.uk/news/uk-england-38663143) |

Ultimate reality

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| **Week** | **Specification content** | **Learning activities** | **Resources** |
| 2 | Differing ideas about God and gods in the Rig Veda, and their importance for Hinduism today. | Opportunity for recap – quiz/assessment on the Vedas. Students to research the different gods found in the Vedic period (they could produce character cards). In their research ensure they link to contemporary Hinduism – eg explain if the God is still worshipped today eg Rudra and Visnu (Flood, 1996). Comprise list of gods from Vedic period eg Indra, Agni, Soma, the Ashvins, Varuna, the Rudras, Mitra.Students to present research back to class, others fill in own cards/grids. | [Article – Gods and Goddess and the Vedas](http://www.hinduwebsite.com/hinduism/vedicgods.asp)[Article – Development of contemporary Hinduism from Vedic Hinduism](http://apocryphile.org/jrm/articles/hindudiff.html) Rodrigues, *Introducing Hinduism*,2006Rodrigues, *Introducing Hinduism*, 2017Brockington, *The Sacred Thread*, 1981Flood, *An Introduction to Hinduism*, 1996 |
| 3 | Nirguna and Saguna Brahman.The Trimurti: the nature and roles of the three elements of the Trimurti and their relationship with Brahman.The importance of the Trimurti in Hinduism. | Introduction:display the Brihadaranyaka Upanishad 3:9:1. This is a dialogue in which the complexity of the divine is highlighted – ask students their interpretation. What does it reveal about the nature of God in Hinduism?Explain to students that Hinduism has one God, Brahman, Brahman’s nature is explored/expressed through the plurality of other gods and goddesses in Hinduism. Explain how Hindus view Brahman in different ways – Nirguna and Saguna. Define these terms. One way to explain Nirguna is through the use of a salt water analogy – mix salt into water and ask for a volunteer to drink some. Get the volunteer to explain what they taste and how this might link to an understanding of Brahman Nirguna. This is taken from a Hindu text: Chandogya Upanishad 1.13. Discuss what this means about nature of Brahman. Give students a selection of quotations from Hindu texts – see if they can identify if Brahman is being discussed as Nirguna or Saguna. Saguna Brahman – Brahman with form, will be explored when students study avatars and Trimurti. Mind map ideas about why viewing Brahman as Nirguna might be important. What does Kena Upanishad 1.3-8 reveal about Brahman’s nature?Split students into groups of three. Assign each student one member of the Trimurti: Brahma, Vishnu or Shiva. Students to research their features, role and consorts. Prepare a poster. Students then group with people who have same Trimurti member, check knowledge and information. Return to groups of three, teach each other and make posters for all three Trimurti members. Prepare a handout on the importance of the Trimurti, read through with pupils. Why is viewing Brahman with form (Saguna) important? Hold class debate, ‘my God is better than yours’ – debate and discuss who is most significant in the Trimurti? | [An interpretation of Kena Upanishad](http://www.yogananda.com.au/upa/Kena_Upanishad.html) [Article – Brahman, the highest God of Hinduism](http://www.hinduwebsite.com/brahmanmain.asp) Jones D, *Hinduism for AS Students*, chapter 1, 2007Rodrigues, *Introducing Hinduism*,2006Rodrigues, *Introducing Hinduism*, 2017Voiels, *Hinduism: A New Approach*, chapter 5, 1998Voiels, *Hinduism: A New Approach*, chapter 5, 2005[BBC Bitesize – beliefs about God](http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml) Voiels, *Hinduism: A New Approach*, chapter 2, 1998Voiels, *Hinduism: A New Approach*, chapter 2, 2005Jones D, *Hinduism for AS Students*, chapter 2, 2007[Article – Brahma, Vishnu, Shiva, the highest gods of Hinduism](http://www.hinduwebsite.com/hinduism/hindutrinity.asp) |
| 3/4 | The Trimurti: the concept of avatar with particular reference to Krishna and Rama. The importance of avatars in Hinduism. | Explain meaning/definition of an avatar – a manifestation of a deity or released soul in bodily form on earth; an incarnate divine teacher.Give background information to the 10 avatars of Vishnu – explain that Krishna and Rama are two of the most significant. Explore stories about both avatars; examine their lives and legacy for contemporary Hinduism. Why might a bodily God be important for Hindus? Through this discussion, note some reasons to explain the importance of avatars eg represent and breakdown Brahman, protect people, passed on messages, fight against evil.Extension: although not on the specification, the festival of Diwali/Divali and/or Holi could be explored to show the significance of Rama and/or Krishna. Prepare PowerPoint with images and clips of stories and different festival celebrations. ISKCON movement could be explored to highlight the significance of Krishna.  | [Overview of the Krishna Avatars](http://d6.krishna.com/krishnas-avatars) [BBC Bitesize – avatars](http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev2.shtml) Jacobs, *Hinduism Today*, 2010Rodrigues, *Introducing Hinduism*,2006Rodrigues, *Introducing Hinduism*, 2017 |

Self, death and afterlife

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| **Week** | **Specification content** | **Learning activities** | **Resources** |
| 4 | The meaning and purpose of life: the four aims of life; and their relative importance.Different understandings of the nature of moksha.(Need to understand the relationship between karma, reincarnation, samsara and moksha.Could introduce Vedanta schools of philosophy.)Atman | Introduction –ask students to list their aims in life. How might they achieve them? If they had to pick a top four what might they be? Explain to students Hindus have four aims to meet in life (Puruṣārtha) – kama, artha, dharma and moksha. Prepare some statements that will prompt debate to explore the importance of aims and perhaps which is most important eg there is no proof of moksha, money is more important than sexual pleasure, following your God-given duty is the most important thing to do. Prepare handout that summarises aims and relative importance. Explain to students the meaning of karma, reincarnation, samsara and moksha. All four are interdependent. Students to research different understandings concerning the nature of moksha eg Videhamukti (afterdeath) vs Jivanmukta (whilst living).Prepare a handout which explains the term atman and the different views of its relationship with Brahman. Whilst for some Hindu schools eg Advaita Vedanta (non-dualism), there is no difference between Brahman and Atman. Other Hindu schools eg Samkhya (dualism) suggest Brahman and Atman are different. What does the Katha Upanishad suggest about the atman? What does it reveal about its relationship with Brahman?  | [YouTube – overview of the four aims](https://www.youtube.com/watch?v=D2t8DsOYh_0) [Video – introduction to the four aims](http://study.com/academy/lesson/the-four-goals-of-hindu-life-kama-artha-dharma-moksha.html) [Wikipedia – references for further reading](https://en.wikipedia.org/wiki/Puru%E1%B9%A3%C4%81rtha#cite_note-The_Principles_of_Hindu_Ethics-6) [Video – moksha in Hinduism](http://study.com/academy/lesson/moksha-in-hinduism-definition-lesson-quiz.html) [Article – moksha: liberation/salvation](https://iskconeducationalservices.org/HoH/concepts/106.htm) Good overview of Vedanta and Moksha: [Wikipedia – Vaisnavas challenge](https://en.wikipedia.org/wiki/Moksha#Vaisnavas_challenge) [Article – Vedanta overview](http://www.hinduwebsite.com/hinduism/essays/vedanta.asp) [Article – Vedanta overview](https://www.scienceandnonduality.com/nondualism-a-brief-history-of-a-timeless-concept/)[Article – Katha Upanishad overview](http://www.angelfire.com/md2/timewarp/upanishad.html) [Translation of the Katha Upanishad](http://www.vedarahasya.net/katha.htm) Jones D, *Hinduism for AS Students*, chapter 1, 2007 – offers a very brief and basic overview.  |
| 5 | Samsara | Prepare PowerPoint/handout with definitions of Samsara and beliefs about reincarnation. Alternatively, give students access to internet/books and allow them to research topic. Feed back at end. | [Article – Hinduism and the belief in rebirth](http://www.hinduwebsite.com/reincarnation.asp) [Article – Karma in Hinduism](http://www.hinduwebsite.com/hinduism/h_karma.asp) |

Good conduct and key moral principles

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| **Week** | **Learning activities** | **Resources** |
| 5 | Mind mapwhat is meant by yoga – teacher explanation that in Hinduism yoga means ‘path to God’ and there are four types: karma, bhakti, jnana and raja. Review definition of karma – discuss impact on a Hindu’s life – how do students think this will lead Hindus to be moral. Research textual basis for karma yoga eg Gita Chapter 3. Explore karma yoga – the performing of good deeds with an attitude of selflessness. What actions might this take? Research Hindu projects which highlight the expression of karma yoga. Rodrigues cites Gandhi as a case-study example. Class debate: is an action ever selfless?Explore meaning of Sanatana dharma: eternal laws and fundamental absolute moral principles.Ahimsa (non-violence); Satya (truth); Asetya (not stealing); Sauca (purity) – explore how these concepts may impact a Hindu’s life today. Link back/review work on Purusha Sukta for varnadharma – dharma concerned with position in society/class. Explore the different stages of ashrama dharma: Brahmacharya (student); Grihastha (householder stage); Vanaprastha (retirement stage) and Sannyasa (renunciation stage). Devise a carousel activity where students note down each stage, duties associated, importance of each and relevance today. Explore the dialogue between Arjuna and Krishna in the Bhagavad Gita – what do students think this means about the importance of duty in Hinduism? Students to research the meaning of ahimsa and find scriptural evidence/support. Share knowledge in lesson, ensuring all students have defined and understood concept. Split class into groups; assign each group a topic from the specification: embryo and the unborn child, treatment of animals and war, including the use of weapons of mass destruction. Each group to prepare a presentation on their issue. Presentation must make reference to different views in Hinduism. Feed back ideas to class.  | [Article – the four paths of yoga](http://www.sivananda.org/teachings/fourpaths.html) Overview and discussion of karma yoga: [Article – karma yoga](https://www.hinduismtoday.com/modules/smartsection/item.php?itemid=5648) Rodrigues, *Introducing Hinduism*,2006Rodrigues, *Introducing Hinduism*, 2017[Article – dharma](https://iskconeducationalservices.org/HoH/concepts/108a.htm)[Article – the four stages of human life](http://www.hinduwebsite.com/hinduism/concepts/ashramas.asp) [Video – the four stages of life](http://study.com/academy/lesson/hinduism-the-four-stages-of-life.html) [YouTube – four ashramas](https://www.youtube.com/watch?v=iXtK40EgJb4) Rodrigues, *Introducing Hinduism*,2006Rodrigues, *Introducing Hinduism*, 2017[Extract – Ahimsa: to do no harm](http://www.hinduismtoday.com/pdf_downloads/what_is_hinduism/Sec6/WIH_Sec6_Chapter45.pdf) [YouTube – Gandhi's first protest](https://www.youtube.com/watch?v=SNmJqRV7LOA) [YouTube – Gandhi, the salt march](https://www.youtube.com/watch?v=WW3uk95VGes) [YouTube – non-violent protest with Gandhi](https://www.youtube.com/watch?v=ex03Lyl6AbQ) [Extract – Hinduism and the ethics of weapons of mass destruction](https://books.google.co.uk/books?id=18hFz4SfrXcC&pg=PA277&lpg=PA277&dq=hinduism+and+weapons+of+mass+destruction&source=bl&ots=RzDSPf5jdA&sig=OXQN7QDWJqrFJ1Bz2NHEEYs_O_M&hl=en&sa=X&ved=0ahUKEwiVn5LUt5TSAhXCDcAKHSrpBK8Q6AEIKDAC#v=onepage&q=hinduism%20and%20weapons%20of%20mass%20destruction&f=false) [Article – treatment of animals in Hinduism](http://www.hinduwebsite.com/hinduism/essays/animals.asp) [Website – ISKCON and cows](http://www.bhaktivedantamanor.co.uk/home/) Voiels, *Hinduism: A New Approach*, chapter 10, 1998Voiels, *Hinduism: A New Approach*, chapter 8, 2005Morgan and Lawton, *Ethical Issues in Six Religious Traditions*, 2007 |

Expressions of religious identity

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| **Specification content** | **Week** | **Learning activities** | **Resources** |
| 6 | Yoga (different types of character link to the three gunas – Tamas, Rajas and Sattva.)Bhakti yoga: the nature and importance of bhatki yoga; darshan at shrines, temples and on pilgrimage with particular reference to the Ganges. | From previous learning students should already know that there are four types of yoga: karma, bhakti, jnana and raja. Karma Yoga has already been covered. Bhakti Yoga covered in the next section. Teacher-led discussion/PPT/reading on jnana (knowledge) and raja (physical and mental exercise).Explore the nature of Bhakti Yoga: the path of loving devotion. Explore how Bhakti Yoga is expressed, use a case study of a Hindu movement eg ISCKON. Also examine how Bhakti Yoga is expressed through darshan (sighting of a deity or holy person) and through devotion on pilgrimage (yatra) eg by visiting places connected to a chosen god and performing ritual acts eg arti by the Ganges, bathing in the Ganges, visiting Varanasi on the banks of the Ganges as home of Shiva. Explore reasons why it might be important eg it is emphasised in sacred texts. For example, in the Bhagavad Gita Krishna teaches Arjuna that it is only through devotion that he can reach him. It offers a simple pathway to God. For example, devoting oneself to God through worship, singing and dancing etc is achievable by all Hindus regardless of age, gender and caste. | [Overview of yoga](http://www.hinduwebsite.com/yoga.asp) [Article and interview audio: history of yoga](http://www.religiousstudiesproject.com/podcast/historical-popular-and-scholarly-constructions-of-yoga/)[Overview of Bhakti Yoga](http://www.yogajournal.com/article/practice-section/bhakti-yoga-love-devotion-relationship/)[BBC documentary: the Ganges](http://www.bbc.co.uk/programmes/b04l911c/episodes/guide) Knott, *My Sweet Lord:* *Hare Krishna Movement*, 1986 |
| 7 | Bhakti Yoga: the key aspects of puja.The changing role of ashrams. | Introduce concept of puja – one form of Hindu worship. Show students clip/series of images of puja. Complete a visual hexagon task that outlines and explains the key aspects and their symbolism. Alternatively, a series of pictures placed in the correct order and labelled. Define ashram: spiritual retreat centres in Hinduism. Independent research: students to produce fact file on two ashrams stated in specification: Sivananda Yoga Vedanta Dhanwantari Ashram in Kerala, and Skanda Vale Ashram UK.Basic information: name, founder, date, location, services, philosophy. Compare and contrast the two ashrams – what is different, what is the same etc. Visit Skanda Vale Ashram UK if possible. | [YouTube: home puja](https://www.youtube.com/watch?v=Pbxlh8oRNWU) [Article: significance of puja](http://www.hinduwebsite.com/symbolisminpuja.asp) [Visual hexagons](http://www.pedagoo.org/visual-hexagons/) Fuller, *The Camphor Flame: Popular Hinduism and Society in* Hinduism, chapter 3, 1992 Srinivasan, *Hinduism for Dummies*, 2011 – very good for home puja[Sivananda Yoga Vedanta Dhanwantari Ashram](http://sivananda.org.in/neyyardam/) [Skanda Vale](http://www.skandavale.org/)  |