Scheme of work

**Component 1: The study of religions - beliefs, teaching and practices: Hinduism (Option 4)**

**Introduction**

This SOW offers a route through the GCSE Religious Studies Specification A (8062) course. This is a sample scheme of work and is only one suggestion for how the delivery of the GCSE Religious Studies specification might be planned. It is not intended to be prescriptive or definitive and can be edited to suit your delivery model and the particular needs of your learners.

Teachers can use the ideas below to develop schemes which suit the arrangements and time allocations of their own schools and colleges.

Please remember that assessment is always based on the content of the [specification](https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance).

You can find past assessment materials on [Centre Services](https://onlineservices.aqa.org.uk/).

**General timings**

The scheme of work is based on a total of 120 teaching hours. Of these 120 hours, we suggest that:

* Each of the religions studied should be covered in approximately 30 hours.
* Teach alongside: The second religion studied for Component 1 and the four thematic studies from Component 2.

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Lesson 1

**Topic title**

What is Hinduism?

Specification content

How Hinduism is a variety of practices and beliefs that have developed over time but there are central tenets of the faith. It is a faith found in India but also in other parts of the world, including the UK.

Learning outcomes

To provide a brief overview of the faith and the implications of this for the rest of the unit.

Possible teaching and learning activities

* Students might be asked to write down key beliefs and practices they already know about Hinduism or they could complete a self-assessment sheet on this faith.
* Students could be given information as an introduction to Hinduism, either through a video or a textbook.
* Working in small groups students could prepare a fact file on the basics of this faith that includes:
* Where it began, when it began, the demographics of the faith, what believers are called, etc.
* Brief overview of how it evolved which has led to there being a variety of practices and beliefs.
* Why some people prefer to use the term ‘Sanātana Dharma’.
* How, despite this, there are some core ‘Hindu’ ones which include belief in one supreme God, Brahman, behind the many gods, core festivals, common ways of worshipping (puja/arati/darshan) etc.
* Students could share their fact files either in their groups or as a whole class.

Differentiation and extension

Students might research differences between village Hinduism and that which occurs in the cities or in contemporary British Society.

Resources

* Guided worksheets on an introduction of the faith.
* A suitable textbook on Hinduism.
* Self-assessment sheet.
* Access to the internet for research tasks.
* Suitable and relevant film clips.

Lesson 2

**Topic title**

Ideas about the nature of God and existence: Beliefs about Brahman.

Specification content

Brahman: ultimate reality as divine consciousness (nirguna) and manifestation of God in form (saguna); spiritual worlds.

Learning outcomes

* Students should understand that most Hindus believe that there is one God, Brahman.
* They will be able to describe and explain the different views surrounding Brahman and how this relates to the murtis/personal images and the implication of this for the beliefs surrounding God in Hinduism.

Possible teaching and learning activities

* Students could be given information from different scriptural sources about Brahman, especially the Upanishads.
* Students could be guided in discussion of the meaning of the key terms applied to Brahman eg ‘divine consciousness’ (nirguna); manifestation of God in form (saguna); everywhere, as non-personal (brahman); within the heart; and beyond, as a personal loving God.
* Working in small groups, students could prepare a fact file on Brahman and how he relates to the different murtis/deities commonly associated with Hinduism. The file could include:
* Key beliefs about Brahman.
* How this relates to the different murtis/deities.
* The key terms applicable to Brahman and the differences between them.
* How beliefs in Brahman could affect worship.
* Students could share their fact files in groups or as a whole class.
* Students might attempt a higher marked AO1.
* or AO2 question on this topic.

**Differentiation and extension**

Students might research further textual evidence on Brahman from the Bhagavad Gita or the Vedas.

**Resources**

* Guided worksheets on the beliefs surrounding God in Hinduism.
* Visual ways of representing the beliefs surrounding Brahman and how this relates to the deities/murtis etc.
* Passages from the Upanishads that discuss Brahman.
* A suitable textbook on Hinduism.
* Access to the internet for research tasks.
* Suitable and relevant film clips.

Lesson 3

**Topic title**

How the divine presents: the tri-murti and the beliefs surrounding Shiva and Vishnu.

Specification content

The tri-murti (Brahma, Vishnu and Shiva).

Learning outcomes

Students should be able to describe and explain the different roles of Brahma, Vishnu and Shiva within the tri-murti; and in particular, the further beliefs and symbolism surrounding Vishnu and Shiva.

Possible teaching and learning activities

* A PowerPoint could be made giving a brief introduction to the tri-murti, along with a short clip. Students might create a summary of the information learnt through a spider diagram and answer some AO1 style questions based upon the information given.
* Students could be divided into groups and given the task of investigating and creating presentations on Shiva, Vishnu or Brahma. Relevant images of these different deities along with information regarding key beliefs surrounding these or suggested websites could be provided to help students with this task.
* Students could include:
* Key beliefs surrounding the role of the deity they are investigating in the tri-murti.
* Traditional ways this is shown in the different images and how this relates to these beliefs.
* Further beliefs surrounding Shiva and Vishnu beyond the tri-murti.
* How the tri-murti and the further ideas surrounding Vishnu and Shiva relate to Brahman.
* How these beliefs affect worship.
* Students could share what they have investigated through presenting this to the whole class. These could be peer marked.
* Students might attempt a higher marked evaluation or knowledge/understanding question on this topic.

Differentiation and Extension

Students Class debate: if God is all powerful, should he be responsible for destruction as well as creation and does this mean he might not be seen as being all loving?

**Resources**

* Guided worksheets on the tri-murti and further ones on Vishnu and Shiva.
* PowerPoint on the tri-murti.
* Visual images of the tri-murti, Shiva, Brahma and Vishnu.
* A suitable textbook on Hinduism.
* Access to the internet for research tasks.
* Suitable and relevant film clips.

Lesson 4

**Topic title**

How the divine presents: the concept of avatara, including Krishna, Rama.

Specification content

The concept of the avatar including beliefs about Krishna and Rama as avatars of Vishnu.

Learning outcomes

* Students should be able to explain the meaning of ‘avatar’ in relation to the deities.
* They should be able to know and describe these different avatars with particular emphasis upon Rama and Krishna.
* They should be able to demonstrate how the avatars relate to Vishnu’s role as the preserver of dharma.

Possible teaching and learning activities

* A picture of the different avatars of Vishnu could be given to the students with space for notes to be added. Using the text books, students might find information to add on the general concept of the avatar and basic points surrounding what each avatar was believed to have done in order to restore/maintain dharma. (An explanation of ‘dharma’ could be helpful here.)
* Suitable clips on the stories of Rama and Krishna could be watched in order to further their understanding of these two important avatars.
* Students might debate how these help to develop the idea of Vishnu as the maintainer and why Rama and Krishna are the most popular of the avatars of Vishnu.

**Differentiation and extension**

Students could investigate popular temples dedicated to the worship of Rama and Krishna and also how this might relate to the idea discussed previously of Brahman as a personal and loving God.

**Resources**

* Visual images of the Avatars.
* A suitable textbook on Hinduism.
* Access to the internet for research tasks.
* Suitable and relevant film clips.

Lesson 5

**Topic title**

How the divine presents: male and female deities, including Ganesha, Lakshmi, Hanuman and Saraswati.

Specification content

* The idea that deities can be both male and female.
* Popular deities and their significance, including Ganesha, Lakshmi, Hanuman and Saraswati.

Learning outcomes

* Students should understand that the Hindu idea of God includes male and female manifestations.
* Students should be able to explain the main beliefs surrounding Ganesha, Lakshmi, Hanuman and Saraswati and the reasons why Hindus may worship these particular deities at specific times.
* Students should be able to describe how the deities are depicted.
* Students should be able to explain how these deities relate to Brahman and their significance within daily lives in Hindu communities in contemporary Britain.

Possible teaching and learning activities

* Information sheets surrounding these four deities, as well as ones that summarise those that have been covered in previous lessons, could be created and provided for students. These might be used by students to create top trump cards on the different deities they have been exploring. A popular image for each deity could be used on these. The categories for these cards could include:
* What they are believed to have control over.
* Whether they have any temples or other places of worship dedicated to them.
* If they are connected to a festival or other special day.
* Students could go back to their previous work on Brahman to reflect upon what additional material they could add to their understanding of the three features of this being as:

1. Nirguna: without qualities, as a non-personal all-pervading being.
2. Antaryami: within the heart.
3. Bhagavan: as a personal loving God who can take on form (saguna).

* Students might complete this section on the beliefs about God by answering a further higher marked question in this area. This could be AO1 or an AO2

**Differentiation and extension**

Class debate: if God is mainly worshipped in a form (saguna), is the belief in nirguna redundant?

**Resources**

* Guided worksheets on Hanuman, Ganesh, Saraswati and Lakshmi.
* Suitable pictures of these gods.
* A suitable textbook on Hinduism.
* Access to the internet for research tasks.
* Suitable materials to make the top trumps cards.

Lesson 6

**Topic title**

Matter (prakriti); the three qualities (tri-guna); illusion (maya); cosmology; the cycle of four ages; many worlds and their diverse inhabitants.Rig Veda 10.129.6-7.

Specification content

The beliefs surrounding the creation and structure of the universe, eg matter (prakriti), the three qualities (tri-guna), the many worlds and their diverse inhabitants, the cycle of four ages and maya.

Learning outcomes

* Students should be able to explain the ideas behind Hindu cosmology, including reference to Rig Veda 10.129.6-7.
* Students should be able to explain the various terms used to describe these ideas.
* They should be able to explain that creation occurs when prakriti, the essence of all matter, took on shape /forms through the three gunas that spring from it.
* They should be able to explain that the three qualities (tri-guna) work to convince beings that appearance or our sense perceptions are real, whereas this is really an illusion (maya) and it is the aim of life to eventually realise the truth about reality.
* They should be able to describe the structure of the universe which has Mount Meru in the centre, the heavens above, the netherworlds and hells below, with the seven continents or worlds spreading from this horizontally separated by different oceans.
* They should be able to explain that the universe is not eternal but divided into four ages which are marked by a decline in their dharma. The present age is the last of these and will soon come to an end with the arrival of the last of Vishnu’s avatars. The world will be then be destroyed and creation will occur again.

Possible teaching and learning activities

* Students could be given a list of key words associated with these lessons which might include:
* Prakriti.
* The three qualities (tri-guna) (Sattva, Tamas and Rajas).
* Purusa and individual souls.
* Illusion (maya).
* Four ages (yugas).
* A suitable text book and/or websites could then be used by students to explore the meaning of these terms. These might be discussed to ensure comprehension has occurred, particularly regarding how they relate together and the difference between reality and appearance.
* A suitable picture of the many worlds of Hinduism based upon the Puranic model could be used for discussion. Further notes could be added to this as these worlds are discussed through the use of a suitable text book.
* Students might answer a mixture of lower marked and higher marked questions on this topic area.

**Differentiation and extension**

Students could evaluate whether the world view advocated by the Puranas is still tenable with the advances made in scientific understanding (does this matter?) and whether there is a difference between reality and appearance.

**Resources**

* A suitable textbook on Hinduism.
* The text of Rig Veda 10.129.6-7.
* Access to the internet for research tasks.
* Suitable pictures of the many worlds and their diverse inhabitants based upon the Puranic model.

Lesson 7

**Topic title**

Beliefs about the nature of human life: the concepts of atman, samsara, karma and moksha.

Specification content

* The concept of atman, as individual, eternal inner self, distinct from material mind and body.
* The cycle of birth and death (samsara), moral action and reaction (the law of karma), and types of liberation (moksha).

Learning outcomes

* Students should be able to describe Hindu beliefs about the nature of human life including what makes up a human being.
* They should be able to explain beliefs about the cycle of birth and death and its relation to the law of karma.
* They should be able to explain different types of liberation (moksha) from the cycle of birth and death.

Possible teaching and learning activities

* Information sheets surrounding the understanding of the human in Hinduism, samsara, karma and moksha, could be created and provided for students on this topic. In addition, cards that contain correct and false or partial information on these topics could be created. These might be used by students in groups to sort into those that are correct or are the most fully accurate and those that are not. They might be stuck onto a sheet in the most logical order that explains these concepts with gaps between them for students to add additional material from their reading. Students could then read and add comments to other student attempts at this task, before this is discussed as a whole group.
* A game on samsara obtained from a suitable website could be played to help students to consolidate their learning of this topic area.
* A class debate might follow evaluating whether this is a good means to ensure justice occurs. This could be followed by a higher marked evaluation question on this topic.

**Differentiation and extension**

Students could investigate evidence to support Hindu beliefs about the cycle of birth and deathby looking at research into people who have claimed to have had previous lives. Such evidence could be evaluated to see how reliable it might be in supporting this theory.

Lesson 8

**Topic title**

Individual free will and responses to suffering; knowledge and ignorance.

Specification content

* The concept of free will in Hinduism.
* Hindu responses to suffering.
* The effects of acting from knowledge or from ignorance about the truth of existence.

Learning outcomes

* Students should be able to explain different Hindu views about suffering and how humans are still believed to have free will despite the existence of karma.
* Students should be able to explain how ignorance contributes to negative karma and suffering.
* Students should be able to explain how knowledge could help to remove negative karma and suffering.

Possible teaching and learning activities

* Students might be asked to recall what they remember from previous lessons regarding knowledge and ignorance. A discussion might then ensue regarding these terms with additional detail being added from this.
* Students could be given information on common views regarding general beliefs regarding the causes of suffering which will include Hindu ones. In groups they mightdiscuss which of these they would agree with and which they feel would be Hindu ones. Ideas could then be shared with the whole class with a fact file created on this.
* Students could discuss and evaluate this statement: ‘Hinduism does not believe in freewill.’

**Differentiation and extension**

Students could peer mark their answers to the extended evaluation. They could compare their answers with a model answer in order to add additional detail to their own responses.

**Resources**

* Guided worksheets on suffering, freewill, knowledge and ignorance in Hinduism.
* A suitable textbook on Hinduism.
* Access to the internet for research tasks.
* Marking criteria for higher marked evaluation questions.
* Model answers that gained the highest marks available.

Lesson 9 and 10

**Topic title**

The meaning of dharma (sanatana and varnashrama dharma); the four aims of life and personal virtues in Hinduism.

Specification content

* The meaning of dharma; sanatana dharma and varnashrama dharma.
* The four aims of life: dharma, artha, kama and moksha.
* Personal virtues including ahimsa, respect, empathy, mind/sense control, humility and love.

Learning outcomes

* Students should be able to explain the meaning of the terms used in this section.
* Students should be able to explain the connection between an individual’s dharma and his/her caste and stage of life.
* Students should be able to explain the four aims of life, and how they influence dharma.
* Students should be able to explain the personal virtues of Hinduism such as ahimsa, respect, empathy, mind/sense control, humility and love.

Possible teaching and learning activities

* Students could watch a power point that introduces the topic of these lessons and the key words from which students could fill in a sheet that has sections missing.
* Students could be given different sources of information on the caste system and the different stages of life. Working in small groups, students could prepare a poster divided into two sections: one would be of the caste system with the corresponding dharma for each group and the second for the four stages of life with their appropriate aims and how this influences dharma. These might be discussed and peer marked after completion.
* Posters could include:
* The dharma that corresponds to each caste.
* What determines the caste one is born into.
* What the four stages of life are and their corresponding aims and how this influences dharma.
* Students could complete a fact file on the personal virtues of Hinduism that explore empathy, respect, ahimsa, humility, love and mind/sense control.
* Students might attempt higher marked evaluation or knowledge/understanding question on this topic.

**Differentiation and extension**

Students mightresearch further the influence Gandhi’s teachings had on the ethical virtues of Hindus, in particular on ahimsa and the treatment of the Untouchables. Students could consider the role of Britain in shaping India’s caste system.

**Resources**

* Guided worksheets on dharma, the caste system, the four stages and aims of life and personal virtues in Hinduism.
* PowerPoint that introduces the key ideas and words associated with this topic.
* Visual images of the caste system. Images that could be associated with the four stages of life.
* Passages from the Bhagavad Gita that discuss dharma and from the Rig Veda that explore the caste system.
* A suitable textbook on Hinduism.

Lesson 11

**Topic title**

Worship and festivals: Places of worship.

Specification content

* The importance of places of worship
* Worship in the home, the temple, outdoors (such as shrines, and in the space of the heart.

Learning outcomes

* Students should be able explain the main purpose of worship in Hinduism.
* Students should be able to describe the different places of worship in Hinduism and explain their importance for Hindus.

Possible teaching and learning activities

* Students might be asked to make suggestions in groups why they think people might worship generally and why this might be the case within Hinduism. These could be discussed with the most appropriate answers highlighted and others included.
* Using a suitable text book, students might sort through cards with a variety of responses regarding worship at an outside shrine and within the heart which will have a mixture of fully correct, partially correct and incorrect information on them. Once the most suitable answers have been found, they might be used to answer examination questions in this area.
* Different pictures of a room within a home that contains a shrine could be given to students (or one could be made within the classroom if the resources are available). Working in groups, they could select those features they think are connected to worship within a home. This might be followed by a clip of such worship occurring, with time for them to include any additional points. After the discussions surrounding their findings, a plan of a shrine within a home might be given to students for them to annotate based upon their findings. Students could note:
* How the shrine may be in one part of a room used for other purposes as well.
* There will be statues of deities, probably one main one with other small ones surrounding this.
* The women of the household will mainly conduct the worship within the home and this may take place on a regular, often daily, basis.
* Food, flowers, incense, water, bells, fire etc might be involved in this worship (although this will be explored further in future lessons).
* A plan of a temple connected to either a local one that might be visited or one that is available to view online could be given to students. Using the internet or the visit if this has taken place, students could label this diagram and write additional information on the significance of the temple, the role of the priest and why people might visit this building. Clips of temple worship might also be watched and discussed in order to further their understanding of temple worship.
* A discussion could occur surrounding the differences and similarities between the different places of worship studied. Students could evaluate which place of worship would help a Hindu become closer to God. They could list advantages and disadvantages of the different places of worship to inform their discussion.

**Differentiation and extension**

Students could investigate famous examples of temples in India that are dedicated to Shiva, Vishnu and the Three Goddesses. These could be compared to the temple they have examined within the lesson.

**Resources**

* Guided worksheets on worship in Hinduism, including the temple, home, outdoor shrine and the heart.
* Suitable pictures/images of a temple and shrine within the home.
* Visit to a Hindu temple.
* A suitable textbook on Hinduism.
* Suitable film clips.
* Access to the internet for research tasks.
* Sorting cards.
* Shrine artefacts (if available).

Lesson 12

**Topic title**

Different forms of Hindu worship/meditation.

Specification content

* Different forms of worship/meditation and their significance.
* Meditation, havan, darshan, bhajan/kirtan, japa/mantra.
* Key differences in worship in Shaivism and Vaishnavism and different Hindu views about the importance of worship.

Learning outcomes

* Students should be able to explain the purpose and importance of worship.
* Students should be able to describe the different forms of worship that include: meditation, havan (fire rituals), darshan (gazing or having a vision of the image of the deity), bhajan (devotional recitation)/kirtan (congregational religious singing), japa (repetition of the name of God)/mantra (ritual formula repeated normally in Sanskrit).

Possible teaching and learning activities

* Students might be asked to reflect upon whether it is important to perform worship with any attitude or if a particular one is required. If it is the latter, what this might be? Responses that are relevant could be discussed and recorded.
* Students could be divided into groups and given one type of worship each to focus on (ie darshan, bhajans, meditation, mantras, kirpan, havan and japa). They could research, and create a presentation or handout for the rest of the group on this topic.
* Presentations could include:
* What this type of worship is.
* A picture of this type of worship.
* If there is a particular reason for performing this or if it is just part of normal regular worship.
* If any special training might be required.
* Students could create a mindmap showing approaches to worship in Shaivism and Vaishnavism

**Differentiation and extension**

Students mightresearch and find clips on the different types of worship as well as finding textual evidence for these.

**Resources**

* Guided worksheets on the different types of worship in Hinduism that include: Darshan; Bajans; Japa; Havan; Meditation; Mantras; and Kirtan.
* Visual images of these types of worship.
* A suitable textbook on Hinduism
* Access to the internet for.
* Suitable and relevant film clips.

Lesson 13

**Topic title**

Different forms of worship: puja and arati.

Specification content

The rituals of puja and arati and their significance for Hindus.

Learning outcomes

* Students should be able to explain the ritual of Puja.
* Students should be able to describe the arati ceremony that forms part of puja.

Possible teaching and learning activities

* The lesson may begin by reminding students of Hindu beliefs about the purpose of worship, ie it is there as benefit to humans because it is the correct way for them to show respect and honour and that this should be conducted with the right intention for it to be successful. This will help them to realise that the rituals that take place in puja (such as dressing of the deities and the offering of food/water are not done in order to sustain the deity).
* Students could watch clips showing a puja ceremony within a temple whilst being asked to focus upon certain features that may include:
* How all of the senses of the God are stimulated (eg smell, sight, sound, taste and touch) and why this might be the case?
* What clothing is used and why?
* Why certain directions are always chosen (eg for arati and the circumambulation of the shrine)?
* How fire is used and why people might pass their hands over this?
* The role of the priest and the congregation.
* Students could discuss these points and consider how these aspects of the ritual could enable the deity to be treated as an honoured guest.
* Group work: from cards that have pictures of different parts of puja and others with descriptions of different stages, students could sort these so that the picture matches the correct piece of writing. After discussion to ensure they are correct, these could be stuck onto a sheet in the right sequence.
* Students could look at the different artefacts associated with this ceremony if these are present within the school.
* A fact file could be created on key words associated with puja and the arati ceremony that forms part of this. Suitable text books could be used to help facilitate this activity.
* This lesson might be completed through the answering of higher marked exam questions on worship or through a discussion regarding why for many Hindus, this is the most popular type of worship.

**Differentiation and extension**

Students could investigate the similarities and differences between puja in a temple and in the home. They could also look at why light in the form of fire is considered to be so significant.

**Resources**

* Guided worksheets on Puja and Arati.
* Suitable pictures/images of a puja ceremony including the arati ritual within this.
* Visit to a Hindu temple.
* A suitable textbook on Hinduism.
* Suitable film clips.
* Access to the internet for research tasks.
* Sorting cards.
* Shrine artefacts (if available).

Lesson 14

**Topic title**

Focuses of worship and representation of the divine and their importance.

Specification content

The rituals of puja and arati and their significance for Hindus.

Learning outcomes

* Students should be able to explain the meaning of the word murti and give some examples.
* Students should be able to explain how Hindus use murtis in worship.

Possible teaching and learning activities

* Students might be asked to complete a gapped handout on the murtis. This could include a section that requires further information on the meaning and significance of a murti as well as space to stick in pictures of different murtis for particular deities such as: Vishnu and his avatars; Shiva (in his various forms such as Nataraja, Mahayogi etc); Lakshmi; Ganesha; etc.
* Students might research this topic area filling in the parts of the handout that require completing, either alone or in groups.
* Students could evaluate whether having images of God is a hindrance or a benefit to worship. Points could be recorded on spider diagrams which might be used to answer a higher marked evaluation style question in this area.
* A suitable clip might be watched that focuses upon the installation ceremony of the murtis. This could be followed by a discussion of whether this means the murti is believed to symbolise the deity or whether the deity is present within this or both and how this relates to the types of worship covered in previous lessons.

**Differentiation and extension**

Students mightresearch the symbolism attached to one or more of the murtis looked at in the lesson that they found particularly interesting. Links could be made to previous lessons on the beliefs about God, ie how this symbolism relates to God’s attributes and qualities.

**Resources**

* Guided worksheets on the murti.
* Visual images of different types of murtis which are made according to particular rules.
* A suitable textbook on Hinduism.
* Access to the internet for research tasks.
* Suitable and relevant film clips.

Lesson 15

**Topic title**

Other representations of the divine and their importance.

Specification content

Holy land, hills and rivers; sacred plants and animals; the many deities, gurus and other elders.

Learning outcomes

* Students should be able to explain the other ways in which the one God (personal or non-personal) can be represented in Hinduism.
* Students should be able to describe the reasons and importance for these alternative ways of representing the divine.

Possible teaching and learning activities

* Students could be reminded of the purpose of the murtis. Teachers could explain that the one God can be shown in many other ways (even though these never fully capture God). Examples include: hills (eg mount Kailasha, the Himalayas in general, Govardhana hill); rivers (eg the river Ganges, Yamuna and Saraswati); sacred plants (eg dried berries called Rudraksha, the Banni tree); animals (the cow, snake, Ganesh, Hanuman); holy land (Varanasi, Hardwar and Ayodhya); and even in human form through further avatars (eg Sathya Sai Baba) or via a Guru. These may be selected due to a revelation from a deity, due to beliefs found in the sacred texts or because of an event connected to God. Sometimes these will be applicable to one form of God (eg Vishnu or Shiva) and may also be found only in a particular location of India. A brief description could be included of these (perhaps through a power point). Students could also be reminded that God may be worshipped without any form (nirguna).
* Students could be divided into groups with each group taking one of the different forms of God listed above. They could research and create a presentation/information sheet for the rest of the group on this particular representation of God. Or students could create a poster of the other representations of the divine. Suitable text books, websites and work sheets could be used to enable them to complete this task.
* Suitable clips could be shown on Hindus worshipping the divine through these different representations.

**Differentiation and extension**

Students could investigate how these different representations demonstrate the ineffable nature of the divine and his omnipotence and omniscience.

**Resources**

* Guided worksheets on the different ways in which God can be represented.
* Suitable pictures/images of some of these alternative ways in which God can be represented.
* A suitable textbook on Hinduism.
* Suitable film clips of people worshipping at these sites.
* Access to the internet for research tasks.

Lesson 16

**Topic title**

Pilgrimage.

Specification content

* The role of pilgrimage in Hinduism.
* Pilgrimage practices and purposes.
* Sacred sites, including Varanasi.
* Kumbh Mela

Learning outcomes

* Students should be able to explain the importance of pilgrimage and the reasons why pilgrimage takes place.
* Students should be able to describe the main sacred sites that are places of pilgrimage in Hinduism and the practices carried out by pilgrims.
* Students should be able to explain what happens at the Kumbh Mela festival and its significance.

Possible teaching and learning activities

* Students might be asked to complete a gapped handout on pilgrimage in Hinduism. This could include examples of the most famous sacred sites for pilgrimage, eg Mount Kailasa where Shiva resides; Varanasi or Benares where the river Ganges has a crossing point and where the temple to Shiva is found; Hardwar where the rivers Ganges and Yamuna join; Ayodhya, the kingdom of Rama; Mathura, Krishna’s birthplace; Dwarka Krishna’s capital; Allahabad (Prayaga), where the large Kumbh Mela festival takes place every 12 years; and the four sites believed to be at the four compass points of India where the Kumbh Mela pilgrimages occur every three years.
* It could also include a section that requires further information on the reasons for pilgrimage (eg to place the ashes of loved ones in the Ganges; show devotion to the Deities; get closer to God; gain a better re-birth or moksha; remove karma; and bring health and wealth) and the importance of the journey itself (eg this will often involve hardship, fasting, singing songs/praying, wearing of certain clothes etc. It will also often occur at auspicious times).
* Students could discuss the reasons why they think Hindus might undertake a pilgrimage. Ideas could be shared with additional points added that are relevant or sorting cards that have fully and partially correct information could be used that have different reasons for undertaking pilgrimage. Students could sort these into correct piles with the choices discussed and these cards may be recorded.
* A suitable clip might be used that shows Hindus undertaking pilgrimages to different sites within India. This could be followed by group work in which students investigate different pilgrimage sites. This might entail the creation of a brochure advertising different places of pilgrimage that a Hindu could visit or they could provide a detailed itinerary for a Hindu family wishing to visit significant pilgrimage sites in India.
* A mixture of higher and lower marked questions of an AO1 nature could be completed by students on pilgrimage after these activities have been completed.

**Differentiation and extension**

Students could debate whether a pilgrimage is a better form of worship than visiting a temple or worshipping in the home. This might be followed by answering a 12 mark AO2 question on this topic area.

**Resources**

* Guided worksheets on pilgrimage in Hinduism.
* A suitable power point on pilgrimage.
* Visual images of main different places of pilgrimage.
* A suitable textbook on Hinduism.
* Sorting cards with reasons for undertaking a pilgrimage
* Access to the internet for research tasks.
* Suitable and relevant film clips.

Lesson 17

**Topic title**

Sacred festivals.

Specification content

The origins and meaning of the festival of Holi.

Learning outcomes

* Students should be able to explain when and why Holi is celebrated, including the origins of the festival.
* Students should be able to describe the different ways in which this festival is celebrated by Hindus.

Possible teaching and learning activities

* Students might be asked to recall the main ideas that Divali celebrated (ie victory of light over dark, good over evil and knowledge over ignorance) and consider that this theme arises again within Holi.
* Students could read the story of Holika and Prahlad as well as Krishna teasing the Gopis. They could be guided to scripture references to these stories and told how they relate to the celebration of Holi. They could explore what occurs within Holi (ie by watching a clip of this or reading about it within a suitable text book or worksheet).
* Cards that have pictures on them and others that have pieces of text that explains either the story behind Holi or what occurs within the festival could be matched together by students based upon the knowledge acquired in the previous activity. After a discussion to check that these are accurate, they might be stuck down by students in the correct order on a sheet of paper.
* Students could divide a sheet of paper in two with similarities on one half and differences on the other. This could be used for a comparison of the two festivals studied. Examination style questions that are a mixture of both AO1 and AO2 as well as containing both higher and lower awarded marks might be answered on both the festivals of Divali and Holi.

**Differentiation and extension**

Students might research further the importance of light (both generally and within Hinduism) and beliefs surrounding the role of fire in this faith, particularly how it is a means through which the deities can be appeased and good karma can be obtained.

**Resources**

* Guided worksheets on Holi.
* Cards containing pictures of Holi and information about the festival and the stories behind this which can be matched together by students.
* A suitable textbook on Hinduism.
* Suitable and relevant film clips.
* Past paper questions on festivals in Hinduism.

Lesson 18

**Topic title**

The four paths towards yoga (union with the divine).

Specification content

* The four paths of yoga, including action (karma yoga), knowledge (jnana yoga), meditation (astanga yoga) and devotion (bhakti yoga).
* The differences and importance of these paths to Hindus.

Learning outcomes

* Students should be able to explain the four different paths towards union with God (yoga).
* Students should be able to explain the differences between these paths and why each might be chosen.
* Students should be able to explain why these paths are important to Hindus

Possible teaching and learning activities

* Students might be asked to reflect on previous lessons where they studied karma, samsara and what the aim of life was for Hindus (ie to be liberated from samsara and gain union with God). This could be followed by explaining how there are believed to be four different paths that could lead to this goal. These could be briefly outlined through a power point created for this purpose which may also include the meaning of the key words associated with this that might include: yoga; karma (and how this differs from karma discussed earlier); jnana; raja; and bhakti.
* Four stations could be created around the room. On each station there might be information about one of the four different paths that would include suitable pictures and worksheets with perhaps internet facilities with suitable sites and or clips to be looked at as well. Students could be given a poster to complete that has in the middle a circle with the words: ‘yoga or union with God’ and then in the four corners surrounding this, the names of each of the four paths (ie one in each corner). Students could then spend time moving around each station collecting the information they need on each of the four students and could even be compared with an exemplar if this might enable them to be more thorough in their marking.
* A debate might follow with students divided into four groups. Each group will argue for why their path is the most suitable and why the others are not. At the end of this, students might wish to vote on which path they would find the most suitable through using YMCA (ie making a Y shape with their arms if it is the first path, M for the second, C for the third and A for the last). This could be followed by the writing of anAO2 style question on this topic.

**Differentiation and extension**

Students could read suitable passages from the Bhagavad Gita on this area to further their knowledge of the different paths.

**Resources**

* Guided worksheets on the four paths towards union with the divine.
* Poster with a circle in the middle that has yoga-union with the divine within it. At the four corners, the names of the different paths that lead to this (ie one path in each corner).
* Suitable pictures/images of symbols associated with these paths.
* A suitable textbook on Hinduism.
* Suitable film clips of people following these paths.
* Access to the internet for research tasks
* Suitable materials to make a poster on these paths.
* PowerPoint that outlines the four paths towards union with the divine.
* Relevant passages from the Bhagavad Gita.

Lesson 19

**Topic title**

Hindu environmental projects and charities that promote wellbeing.

Specification content

* The work and significance of Hindu environmental projects including ‘cow protection’
* The work and significance of Hindu charities that promote well-being, social inclusion and women’s rights.

Learning outcomes

* Students should be able to describe the work of environmental projects, including ‘cow protection’.
* Students should be able to describe the work of Hindu charities that promote well-being, social inclusion and women’s rights.
* Students should be able to explain why projects that sustain the environment or which fight injustice and poverty are important within Hinduism, and they should be able to cite the religious teachings upon which these are based.

Possible teaching and learning activities

* Students might be asked to reflect upon previous lessons regarding prakriti, the atman, the four ages and dharma. In particular they may focus upon how even nature comes from God, how all living things have within them an atman, how the world should be in harmony (dharma) but that this has been significantly eroded in the current age. Based upon this reflection, students could be asked to look at images of environmental problems, discrimination, poverty etc. and to discuss whether what they have previously learned might relate to these.
* Students could look at relevant passages from Hindu scriptures that deal with these issues ascertaining which might related to the treatment of the environment, women, animals, those in poverty, those suffering injustice etc. This might be followed by the answering of a mixture of examination style questions that are of an AO1 and AO2 nature.
* Students might be divided into groups with each group being responsible for investigating suitable charities highlighted by the teacher that campaign in the areas covered in this lesson. Some of these are environmental (such as the Bhumi project) whilst others will campaign for social justice and wellbeing (such as Amma-Embracing the world, Sewa day and the voice of Dalit International).
* They should create a power point and a fact file on this for the rest of the class which they will present once this has been completed.
* This may be followed by returning to the examination style questions completed earlier to ascertain if these examples could be included in their responses to improve the quality of these.

**Differentiation and extension**

Students might investigate any local charities in their area that deal with the issues covered in the lesson.

**Resources**

* Guided worksheets on Hindu teachings about the environment, women, social justice and poverty.
* Suitable images of environmental, poverty and other discriminatory problems.
* A suitable textbook on Hinduism.
* Teachings from religious texts (such as the Vedas, Upanishads, Laws of Manu, the Epics) on the environment, women, poverty and social justice.
* Suitable web sites.
* Past paper questions on festivals in Hinduism.

Lesson 20

Topic title

Review and assessment.

Specification content

These lessons should enable students to review what they have learnt in these units on the beliefs and teachings of Hinduism and the practices of this faith. It should also provide an opportunity for past paper questions to be answered under timed conditions with feedback given on how to improve this further.

* Learning outcomes
* To ensure that students are aware of all that they need to know in these units and how the different parts are related.
* To provide further opportunities to consolidate and review the information needed for this section of the GCSE.
* To ascertain how students will perform when answering unseen examination style questions in this area under timed conditions without notes.
* To highlight the strengths and weaknesses of students with pointers on how the weaknesses could be overcome.
* This lesson completes the unit studied on Hinduism.

Possible teaching and learning activities

* This lesson might begin with a PowerPoint that provides an overview of all that has been covered including a glossary of key words. Students could then complete a self-assessment sheet on the unit (it might be the same one that was completed at the start of the unit).
* Students could be divided into groups with each group being given a section of the course each (perhaps based upon an area they felt was weak in their self-assessment) to create a summary of to give to the rest of the class. These could be presented to the group and if there is time, a quick group quiz could be undertaken with questions on each of the sections covered (the group who researched the section might create the questions and ask them to the rest of the class).
* Students could sit a past paper or one which has examination style questions on it. This may be completed under timed conditions without any notes. This could be marked and given back to students who then complete a feedback sheet based upon the results they gained. This might be discussed with the teacher along with the self-assessment sheet completed earlier.

**Differentiation and extension**

Students mightwrite a summary guide on the topics covered with a prize offered for the most informative.

**Resources**

* A suitable summary or revision guide on the work studied on Hinduism.
* A PowerPoint that provides an overview of what has been covered including the main themes and the key words.
* A suitable textbook on Hinduism.
* Past paper questions.
* Marking criteria for these past paper questions.
* Suitable feedback and self-assessment sheets.