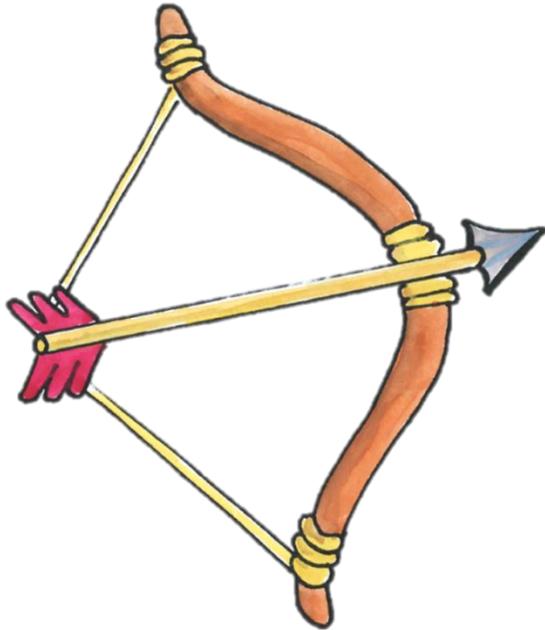


# KS2 Hinduism: Inspirational People



**How does the story of Rama and Sita inspire Hindus to follow their dharma?**

**The *EMMANUEL* Project 2020:  
Teaching World Religions effectively in Key Stage 2**

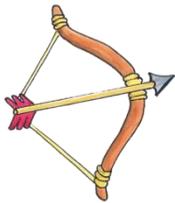


THE CHURCH  
OF ENGLAND  
Diocese of St Edmundsbury  
and Ipswich

## Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



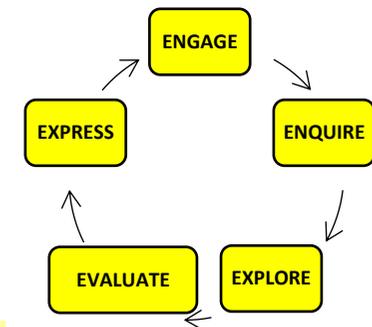
**This unit for Key Stage 2 pupils focuses on the Hindu concept of 'dharma'.** It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

**It links with common themes in RE syllabuses** e.g. in the Suffolk Agreed Syllabus it links with 'Inspirational People: why some figures e.g. founders, leaders and teachers, inspire religious believers'.

**It is designed to last 6-8 hours,** taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Hinduism which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Hindu Narrative / Story (ii) Hindu Community Practice (iii) Hindu Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.

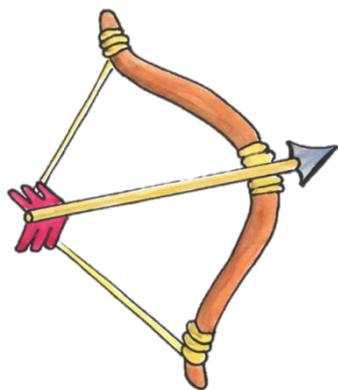


**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

**The Resource List** in this unit was current at time of publication, but teachers should watch out for new resources to add.

**Further guidance, other units and various support materials** (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

## Hindu concept **DHARMA**



### It's a bit like

- **Doing one's own duty properly**
- **Not letting people down**
- **Sticking to what you are supposed to do**
- **Knowing your role in life / the universe**
- **Choosing the right thing in all situations**
- **Not shirking your responsibility**

Hinduism is an ancient religion with origins in the Indus valley region of India; the name was coined by European settlers in India. It can be traced back over 3,500 years and Hindus believe its origins go back to the start of the universe. Hinduism covers a diverse range of beliefs and practices which are all regarded as valid ways of relating to the underlying principles and purposes of the universe. Hindus prefer the name 'Sanatana Dharma' (eternal truths or teachings) to describe their beliefs and way of life.

### Sanatana Dharma

The term *Dharma* is important in Indian religions but holds a variety and depth of meaning. Dharma is sometimes simply translated as 'duty' or 'righteousness'; it is about behaving in accordance with your essential nature, 'that which you cannot give up because it is inseparable from yourself'. The warmth of fire is inseparable from fire; therefore warmth is called the dharma, or nature, of fire.

Sanatana Dharma refers generally to the true nature of how things are or should be; it is the power or principle which upholds (or underpins) the whole of the universe and society – a 'universal law'. So dharma is what makes water flow, grass grow and the sun shine but it is also what maintains human society. The dharma of all humans is to act in accordance with the essence of

Brahman within' i.e. the one God who pervades everything.

This then is one kind of dharma – duties which take into account a person's spiritual identity as 'atman', the spirit of God within. This kind of dharma applies to everyone.



"The supreme occupation (dharma) for all humanity is that by which men can attain to loving devotional service unto the transcendent Lord." (Bhagavat Purana 1.2.6)

"All performance of dharma is meant for ultimate liberation (moksha). It should not be performed for material gain." BP 1.2.9

### Sva-dharma and ad-dharma

For humans, dharma is about conduct, religious, social and moral i.e. the way they should be, or behave. It is about righteousness, and virtuous actions. But acting virtuously does not mean precisely the same for everyone; people have different obligations and duties according to age, gender, and social position.

Dharma is universal but it is also particular. Each person has their own dharma or *sva-dharma*, to be followed in all situations. What is correct for a woman might not be for a man or a child.

Not to act according to one's own dharma is wrong and called *adharma*. Fulfilling one's dharma is the first step towards breaking the cycle of rebirth and achieving moksha, unity with Brahman (God).



### Varnashrama dharma

An important idea that developed in classical Hinduism is that individual dharma relates to a person's class/ caste (*varna*) and stage of life (*ashrama*).

Traditionally the top 3 castes pass through four stages of life or ashramas:

- *Being a student – of the holy books*
- *Being a householder –marrying, bringing up a family, earning money*
- *Being retired – focussing on religious observances with your spouse*
- *'Renunciation' - leaving home totally to seek moksha (religious liberation)*

Many Hindu stories /religious texts focus on the difficulties people face when trying to perform their dharma, in trying circumstances. Mahatma Gandhi, a famous Hindu politician and spiritual leader, said:

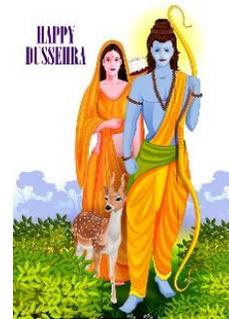
"The still small voice within you must always be the final arbiter when there is a conflict of duty."

Dharma is not to be performed blindly.

### Rama, the embodiment of dharma

Hindu children hear many stories of great gods and goddesses which offer them good 'dharma' models. The epic poem, the Ramayana, is the story of the god Rama, an avatar (incarnation) of the god Vishnu. It tells how Rama's wife, Sita, was captured by the evil Ravana, and how Rama freed her. Rama is described as: 'the most perfect model of humanity; he is the embodiment of 'dharma'. He is usually shown with a bow, the symbol of his duty.

Rama's passionate devotion to duty and his filial piety, Sita's faithfulness, inspire millions to follow their own dharma. Their story is told at Hindu festivals:



### Ramnavami

celebrates Rama's birth

**Diwali** (Diwali, Deepavali) celebrates Rama and Sita's return from banishment

**Dussehra** celebrates the defeat of Ravana, with Ram Lila (plays) ending in the burning of his effigy

Ram and Sita are also seen as the ideal role model for married couples, who enter a new stage in their life and therefore take on new duties.

### Dharma as social duty or service

Children learn about their five daily duties or sacrifices, which include respect for elders and giving offerings to visitors and travellers. They are encouraged to celebrate sibling

duties at the festival of Raksha Bandhan, normally celebrated in August.



Correct action in accordance with dharma is both service to humanity and to God.

Seeta Lakhani in 'Primary Hinduism' p.4 writes: *Dharma means trying to make sense of the world and our place in it. It teaches us to treat everyone and everything with respect. The way Hindus practise their dharma is by being good and doing good to others. Hindus are not only expected to look after their families, but also to look after everyone and everything. Dharma makes us think hard about what this world is all about and our role in it.*



## How does the story of Rama and Sita inspire Hindus to follow their dharma?

### ENGAGE with the idea of duty, roles and responsibilities

#### End of year expectations

The Y3/4 'I can's' below are to help with assessment. For Y5/6, see grid at the back. Please consult your RE leader about assessing RE and check advice at the end of the unit.

*3c I can use religious words to describe how Hindus show the importance of duty at Raksha Bandhan*

**Teacher's notes:** This session introduces 'duty' alongside the words: roles and responsibilities. Children should discuss how duties vary with occupation, and change over the course of life; they should discuss duties we all share and what happens if people fail in their duty.

#### What is a duty? (starter)

Introduce the word **dharma** on back of card –flip over to say 'duty' on other side

*I'm on duty today* – what do I mean? It is a particular role I have, a special responsibility.

Give the card to a child. It is your duty to guard this and give it back at the end of the lesson!

#### Who has these duties?

Who has these duties? *Play a part in state functions. Open parliament. Receive foreign heads of state. Make a Christmas broadcast. Wear a crown. Feed her corgis. **The Queen!***

List other people on cards e.g. *mum, lifeguard, fireman, nurse, security guard, vicar, grandma, policeman, midwife, bus driver, checkout person, doctor, lollipop person, traffic warden, comedian, chef, waiter, vet, dentist, hair dresser.*

Select a card in pairs. Children add their idea of the person's main duty on the back of the card and work out how to mime this. Select examples for the whole class to see. Allow three guesses about who the person is before the pair read the answer and the 'duty' they mimed.

#### What might happen if people neglect their duties?

Produce a water bottle and a football. Each player in a football game has their role and duty. What is the duty of the goalkeeper? What if they left the goal and played someone else's role? How might the whole team suffer? Would you want to copy this person?

Tell children about the Chinese goalkeeper missing a save because he was drinking from his water bottle. What happened because he did not fulfil his duty?

*Review one or two of the duties above and think what might happen if people neglected these.*

**Read the introduction to 'dharma' in Hinduism now if you've not already done so.**

**Could write these words on a big card arrow.**

**NB The Queen apparently feeds her own corgis!**

**Other examples to open up the subject might include Rainbow /Brownie and Beaver /Cub Scout promises.**



**3d** I can recognise things which influence me (family, friends, faith) to fulfil / neglect my duties

**3f** I can link things that are important to me with the way I think about, and tackle, my duties

### What duty is recalled by Hindus at Raksha Bandhan?

**Teacher's note:** Raksha Bandhan is a Hindu festival celebrating brotherhood and love. Raksha means protection, whilst Bandhan is 'to tie'. During the festival sisters tie a rakhi, a bracelet of red and gold threads, round their brothers' wrists. It is a reminder that the man / brother has a religious duty to protect her.



Put at least one RAKHI in an envelope on each table. Take them out and examine them carefully. What are they? Like friendship bracelets?

Vraj is about to be given one by his sister, Simran. It is part of the Hindu festival of Raksha Bandhan. Watch this brief clip carefully and gather facts.

<http://www.bbc.co.uk/programmes/p02n5vs9>

You need to work in pairs to write a 25 word label for the Rakhi on your table. You will need to use the words: **rakhi, raksha bandhan, Hindu, and duty**. Set a time limit and then go round and look at people's labels. Which one is best?

What duties do you think brothers and sisters / friends have towards each other, do you think? Might a bracelet help you think about these duties?



### What kind of duty is Dharma? Our role in life?

Everyone has duties of some kind, but our duties are not all the same. What are your duties today? Share examples so differences can be seen: *practising a musical instrument, looking after a younger brother or sister, taking a message for a teacher.* Compare with an example from the teacher/ or of what a parent might be doing today.

**One child had a special duty this lesson** – ask them to give back the 'DHARMA / DUTY' card. Hindus believe everyone has their own DUTY or Dharma to fulfil in life. We will find out more in this unit.

If possible, create time to finish the lesson reflectively.... **I wonder:** What do you think is the duty of a human being in the world? Would it help if there were arrows pointing the way?

**Meet Vraj and Simran** – see note in **Resources.**

**Buy rakhis from the internet e.g. on e-bay for about £1 each.**

**You could compare the idea of something around your wrist as a reminder with a WWJD bracelet – what would Jesus do. Or with a Sikh KARA.**

**You may want to follow this idea of a human duty up at another time. There is a universal declaration of human duties and responsibilities related to the declaration of human rights.**

## ENQUIRE into the characters of Rama and Sita

**3a** I can describe what a Hindu might learn from the story of Rama and Sita

**3b** I can describe how, like other religious people, Hindus have people to inspire them

**4a** I can describe what Hindus might learn about dharma or 'right action' from the story of Rama and Sita

**Teacher's notes:** Rama, Sita, Lakshman and Hanuman are key players in the great Hindu epic, the Ramayana. They are characters who take their dharma seriously. Each is inspirational in their behaviour, and Hindus see them as deities, worthy of both worship and emulation. Murtis of them may be found in a home shrine, a place for daily family prayer, or in a Hindu temple or mandir; a murti is an image representing aspects of the divine Brahman /God.

### Who are these characters? What can you tell about them?

Display a large picture / small statues of Rama and Sita, possibly Lakshman and Hanuman (monkey) as well. See [Resources](#). Name them.

I wonder who inspires you. These characters are well-known to Hindu children, like Vraj and Simran. They are characters who inspire all Hindus. They are characters who always do their duty.

Your first task is to make a close observation pencil drawing of one of the characters (divide class up to do different characters if wished.) Children may need smaller pictures on tables.

**OR** In the next lesson some of you will have to dress up as these characters. Make rough sketches of the characters and label with things they need to collect to dress someone up.

Hindus sing songs to, and about, Rama. While these tasks are taking place, listen to a Ram bhajan or a 'Ram song' online e.g. from [Bhajans For Children - Atma Rama Full Song With Lyrics](#)

### What can you deduce about these characters?

Discuss what children noticed about the characters as they did the drawing task. What **facts** do you think you deduced from drawing them?

Talk in pairs about what you would like to ask about them. Each child should whiteboard at least one good question. Take photos of the questions all held up together.

### Why are these characters so inspirational to Hindus? What is their story?



**Rama is pronounced 'Ram'. A Ram Bhajan is a devotional song to Rama.**

**Picture from:**

<https://www.maadur-gawallpaper.com/ram-darbar-wallpaper>

**If you decide to do this second option, different tables can dress up different characters in the next lesson. Add in extra characters after telling the main story.**

**Teacher's note:** *These characters are models of those who follow their duty, no matter what. One of the world's longest books, the Ramayana, is devoted to their story, as are several Hindu festivals. The characters inspire countless Hindus in today's world and are worshipped as Gods.*

Look again at the pictures and at the children's artwork. *Hindus often have pictures of these characters on their walls, or in their shrines, at home. A shrine is a place to say your prayers. They might act them in plays, especially at the Hindu festival of Diwali.*

We are going to explore the story in which they star. In a story everyone has a role or part to play. Like many stories, this one includes goodies and baddies, heroes and heroines. Today we will focus on Rama.

Rama is a prince about to become a king. Place a chair in the centre of the room as a 'throne'. When we finish telling the story, I shall ask you to think what Hindus find inspiring or impressive about Rama, and stick an idea on the 'throne' on a post-it.

It is quite a complex story so we will tell it again next lesson. This time focus on Ram and follow what happens to him. You could:

- watch 'The Ramayana' (Animated World Faiths) – 15 mins
- watch the British Library version:  
<http://www.bl.uk/learning/cult/sacred/stories/>
- use masks and allow children to act while the story is read – see **Appendix 1**. *You may need to add extra characters.*
- display pictures of the story and re-order them during a reading of the story e.g. from Hindu Stories – Anita Ganeri
- use Reflect-a-story or the Storytelling doll – see [Resources](#)



Answer the question: *Why is Rama so inspirational to Hindus?* Stick your ideas on the chair.

Redirect children to their drawings. **Hindus believe Rama, Sita, Lakshman, and Hanuman are ideal beings; all of them do their duty in life.** Show children the 'dharma / duty' card. Add the card to the 'throne'. **I wonder what this story teaches them about DHARMA** – see key question for the unit.

**Animated World Faiths – buy DVD or watch online**

**Maybe you could stick the ideas on 'arrow' shapes.**

## EXPLORE Hindu ideas of Dharma through

### (i) Hindu Narrative (story)

**3e** I can ask good questions to do with my duty in life after talking about Rama and Sita, and share my answers

**4b** I can describe some things Hindus do to celebrate Rama and Sita's commitment to duty, some the same, some different

**4e** I can ask whether everyone has the same or different duties in life and compare my ideas with others, including a Hindu view

**Teacher's notes:** The Ramayana is 24,000 verses long, one of two great Hindu epics, which offers models in DHARMA through the lives and actions of its characters. The key character, Rama, is considered heroic for living by the rules of dharma: a perfect son, an ideal husband to his faithful wife, Sita, and a responsible ruler of Ayodhya. "Be as Rama, be as Sita" young Indians have been taught for generations.

### What can you recall about the story and characters in the Rama and Sita story?



Review characters using children's drawings and other images e.g. posters, face masks. Include the following if possible: Rama, Sita, Hanuman, Lakshman, Ravana, Wicked Queen, Old King, Bharat. Allocate a different character to each group of 3 to 4 children.

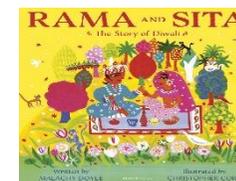
They may already know their character and can start the lesson by dressing up one of the group using clothes and symbolic objects to convey their identity. Once ready, each group should introduce their character by name and say something about who they are.

Each group can add further character notes for their character after re-reading the story or watching a simple retelling using shadow puppets e.g.

- <http://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance>

You could also review the story with a good story book e.g. Rama and Sita – Malachy Doyle OR use the activities here:

<https://hwb.gov.wales/repository/resource/2764ac2b-ef58-4e45-960d-408027a1340d/en>



**You could provide small world figures in a basket which children can use whenever they wish to retell the story for themselves.**

### What do you think is the dharma of these characters?

**Teacher's note:** Hindus believe everyone and everything has dharma; a role in the greater scheme of things. Dharma is like playing a role in a play or on a team. For the play to go well or the team to win, each person must "stay in character" or "play his position." If each thing does its dharma, the universe functions smoothly. When they do not, the universe itself is at risk.

**A detailed story for background for teachers: Real Reads 'Ramayana' retold by Prema Jayakumar – see Resources.**

**Ram lila are plays performed of the Ramayana at Dussehra.**

**One EXPRESS task is to present a shadow / puppet play. You can plan it as the unit goes along.**

**Shadow puppet plays are a popular way to tell the story of Rama and Sita.**

**Download shadow puppet templates e.g.**

**<http://www.twinkl.co.uk/resource/t-t-13875-diwali-story-shadow-puppets>**

|   |   |   |
|---|---|---|
|   | <p>This story inspires Hindus to do their duty/ their dharma. <i>We have talked about duties already.</i></p> <p>Lay out cards with the following roles: <i>a son, a husband, a king, a queen, a friend, a brother / sister, a wife.</i></p> <p>Which roles does your character have? What do you think the duties are for characters in these roles?</p> <p><i>As we act out the story, think about whether your character fulfils their duty or fails.</i></p> <p>Using the story in <u>Appendix 1</u> or a short story book version, act the whole story as a class. This can be done in mime while the story is being read or can involve voices / speech.</p> <p><b>Who do you think fulfils their duties in this story? Who fails in their duty?</b></p> <p>Tell children that many characters in the Ramayana are famous as examples of following their dharma. In groups, children decide on the evidence for their character either fulfilling or failing to act on their dharma / duty.</p> <p><i>You could use a 'values line' technique. Ask: Did Rama do his Dharma? Was Rama a good son? A good husband? A good ruler? Children go and stand in a 'line' according to how well / badly Rama fulfilled his dharma. Then ask children why they are standing where they are.</i></p> <p><i>Repeat with other characters e.g. Was Bharat a faithful and trustworthy younger brother? Was Sita a faithful and loyal wife? What about Ravana? etc</i></p> <p>Ask children to <b>explain what they think dharma means</b> based on how the characters acted. What do you think Hindu children learn about why it is important to do your duty?</p> | <p><b>An alternative:</b></p> <p><b>What does Diwali mean to Hindus? p.8-11 <u>Opening up Hinduism</u> (see <u>Resources</u>).</b></p> <p><b>Use Activity 1 Working with Silhouettes. Follow up with Activities 2-4 regarding a struggle to be good i.e. to keep to one's dharma, overcoming temptation and a final personal reflection.</b></p>  |
| <p><b>EXPLORE</b><br/>the celebration of Rama and Sita's example of dharma in the</p> | <p><b>Teacher's notes:</b> <i>Diwali is the last day of the Hindu year. Businessmen open new account books, and ask goddess Laxshmi to grant prosperity in the next year. Diwali also recalls the return of Rama to Ayodhya on the last day of banishment. 'Divas' lit their path home.</i></p> <p><b>How does the Hindu community celebrate the example of Rama and Sita?</b></p> <p>Put out Rama's 'throne' with a pair of sandals on. On a bowl of water /in tray of sand, light about a dozen tea-lights. If possible, darken the room. Play the Ram Bhajan from <b>ENQUIRE</b></p>   | <p><b>Teacher's Notes from</b><br/><a href="http://www.bbc.co.uk/asiannetwork/features/diwali.shtml">http://www.bbc.co.uk/asiannetwork/features/diwali.shtml</a></p>  |

**(ii) Hindu Community**

*4d I can compare some of the things / people that influence me with those that influence others, including how the characters in Ramayana influence Hindus*

while you light the lamps. Watch quietly and as the song ends remove the sandals. What has happened i.e. Rama and Sita have returned? Share answers.

In the candlelight, show children at least one authentic diva lamp (from Articles of Faith / internet shopping). Light this too. Explain how lights were used in the Rama and Sita story. They are also used today in celebration of the story at the festival of Diwali.



**What if** each lamp represented one of the good qualities Rama and Sita showed as they fulfilled their dharma .... What would they stand for? Courage, loyalty....?

Now watch how some Hindus in this country celebrate **Diwali**.

<http://www.bbc.co.uk/education/clips/z8476fr> - Vraj and Simran – Diwali, the festival of light  
*This clip includes info. about Laxmi, goddess of wealth, who is also worshipped at new year.*

**Why do you think Hindu children are encouraged to 'Be as Rama' or 'as Sita'?**

Set up a selection of activities for children: creating a divali festival dance, working on performing a shadow/ puppet play, making divas, writing coat-hanger poems to read out, making Indian sweets. These can be continued next lesson as part of **EVALUATE**.

Spend time talking to children as they work about why Hindus might enjoy the celebration and why parents would be happy if their children wanted to be like Rama or Sita. Ask them to break off briefly from their activities to complete a sentence on a paper diva (string in a line across the class) OR to record as a vox pop for an assembly presentation.

As if you are a Hindu: At Diwali, I would wish to be like Rama / Sita because .....

**OR Why do Hindus not want to be like Ravana?**

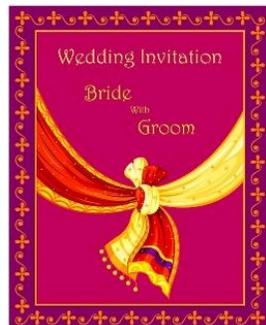
Set up an investigation into this mystery picture. You need to be able to explain the picture using all these words. Clues: **Dussehra / Ravana / fireworks / arrow / actors / giant / effigies / Rama / Sita /cheering**

*Pictures of diva lamps made in schools can be found on the internet as well as real ones.*

*Diwali or Diwali or Deepavali – all acceptable forms of the festival name.*

*Dussehra is another popular festival. On this day Rama killed Ravana and rescued Sita. In northern India, huge effigies of Ravana, his brother and son, are erected in open grounds. Fireworks are placed inside the effigies. After acting out the story, the character of Rama shoots an arrow with a flaming tip into the effigies*

|  |   |  |  |
|--|---|--|--|
|  | <p>Report back to the class at the end of the lesson showing the picture and using all the words!</p> <p>Ask the class: <i>What if you could burn up all the wrong things in the world, what would they be?</i> Share your ideas and record the answers of others in the class.</p>   |   | <p><i>which explode to much cheering!</i></p>  |
| <p><b>EXPLORE</b><br/>the Hindu belief in 'dharma' in<br/><b>(iii) Hindu Living</b><br/>e.g. a wedding</p> <p><i>4c I can describe some difference ways Hindus show their beliefs in actions / symbols/ words during a wedding</i></p> <p><i>4f I can link things that I, and others, value as the 'duties of a human' and those valued by Hindus, with how we actually think and behave</i></p> | <p><b>Teacher's note:</b> Hindu marriage joins two individuals for life, so they can pursue <i>dharm</i>a (duty), <i>artha</i> (possessions), <i>kama</i> (physical desires), and <i>moksha</i> (spiritual release) together. Marriage is an important rite of passage; a transition from the first stage of life, devoted to education, to the second, devoted to building a household and raising children.</p> <p><b>Why might a murti of Ram and Sita be a good gift for a Hindu bride and groom?</b></p> <p>Find images of Ram and Sita getting married. If possible, unwrap and show a suitable artefact. What do we already know about Rama and Sita <u>as a married couple</u>?</p> <p>Briefly share how Rama and Sita met and got married:</p> <p><i>Rama was away doing battle when he first met Sita and fell in love. Her father, the king had promised the princess in marriage to anyone who could manage to bend a huge bow which had once been the weapon of the great god <b>Shiva</b>. Rama, with his own divine strength, did more than just bend the bow but broke it in half and so won the hand of Sita.</i></p> <p>Imagine our Hindu friends, Vraj and Simran, are going to a Hindu wedding. They are wondering whether to buy a murti, or image, of Rama and Sita as a present for the new couple.</p> <p>Start to list reasons <b>for</b> and <b>against</b> buying this as a present for a wedding. Add reasons as the lesson progresses.</p> |  | <p><b>Some background on Hindu marriage:</b><br/><a href="http://www.hinduwebsite.com/marriage.asp">http://www.hinduwebsite.com/marriage.asp</a></p> <p><b>Also for teachers from slideshare:</b><br/><a href="http://www.slideshare.net/MrsFRHRichards/a-hindu-marriage-ceremony">http://www.slideshare.net/MrsFRHRichards/a-hindu-marriage-ceremony</a></p> <p><b>A bow and arrows might be a useful resource here.</b></p> <p><b>Buy images / small statues of Ram and Sita from the internet e.g. from Amazon.</b></p> |



### What can we find out about Hindu weddings?

At a Hindu wedding, the couple is treated as Ram and Sita for the day, as a king or queen; they are seated in a mandap, a richly decorated temporary structure with pillars, royal chairs for the bride and the groom, side chairs for parents and a pedestal for the sacred fire. (*Set up something similar at the front of the class if you can!*)

Hold up two silky scarves. The bride and groom each wear one. Ask someone to knot them together at one end. This is one custom at a Hindu wedding. I wonder what it symbolises i.e. unity, being joined together, working together in the future.

I wonder what else happens .... Use pictures of a Hindu wedding from the internet or library books to make some quick deductions and build up a bank of questions to ask.

You could:

Watch BBC bitesize programme in which Simran introduces us to wedding as a duty; she has been to a wedding in India and shows pictures; then we join a Hindu couple at their wedding.

<http://www.bbc.co.uk/education/clips/zyhb4j6> - marriage in Hinduism



Make notes of three important things you see happening. Share what you saw and what you thought was important / significant. You may need to watch twice.

**OR** Do some research in pairs using library books or websites. Find out about flower garlands, sacred fire, holding hands, seven steps round the fire etc.

**OR** use 'The Journey of Life and Death' (RE Today) p.16 – Hindu Marriage (includes a sorting activity of good ingredients – duties - for a happy marriage)

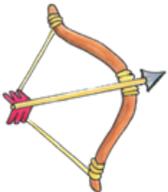
**OR**, if you are lucky, introduce a Hindu visitor who can talk about their wedding and especially about promises that are made – see below.

*In Suffolk, Hindu visitors can be contacted via EEFA - <http://www.eefa.net/>*

*In other areas, contact your local Hindu community.*

*<https://en.wikipedia.org/wiki/Satpher>*

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|------------------------|--|--|
|                        | <p><b>What are the duties or dharma of marriage?</b></p> <p><b>Teacher's note:</b> <i>In the second ashrama or stage of life, the married householder, assumes the duties of home, family and work. The most important part of a Hindu wedding includes taking seven steps together around a sacred fire – each step includes a promise.</i></p> <p>Review the idea of Hindu life having different duties. When Hindus marry they take on new duties suited to this next stage of life.</p> <p>An important part of the ceremony is called the Seven Steps. If you have created a mandap in class, place a 'pretend' sacred fire basket in front of it. Ask two children to walk slowly around it. Count each step till you reach seven. I wonder what promises they should make to each other. ....</p> <p>Write ideas on seven paper footsteps and place them round the 'fire'.</p> <p>Find out about the real promises and compare with the children's ideas. The internet will give you various versions of the promises – saptapadhi.</p> <p><b>How might a murti of Rama and Sita help a newly married couple? (Plenary)</b></p> <p>Do you think Rama and Sita kept promises like these seven vows? Do you think knowing this would help a couple getting married?</p> <p>On balance do you think Vraj and Simran should give the Rama and Sita image to their friends as a wedding present? Children can discuss this or write down their ideas for and against, or 'tweet' a brief message of advice to Vraj and Simran.</p> | <p><i>Look up and find examples of saptapadhi – seven vows of Hindu marriage – as posters or cards on the internet.</i></p>   |
| <p><b>EVALUATE</b></p> | <p><b>Teacher's note:</b> <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p><b>What have we learnt? How well have we learnt?</b></p>  | <p><b>See 'Assessing RE in your school' p. 17-18 for decisions about</b></p>   |

|   |  |   |
|---|--|---|
| <p><b>our RE learning about dharma</b></p>          | <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Use the Quick Quiz on p.17 to show learning.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Use the SOLO taxonomy hexagons for this unit to answer the question.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework from your RE subject leader.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects .</li> </ul> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Using the symbols:</b></p> <p>Look at the picture of the bow and arrow on the front of the unit. Ask if this is a good symbol for Hindu beliefs about dharma – how could it help you remember this unit of work? Is there a better symbol? Golden sandals, a diva lamp, a rakhi?</p> </div> </div> | <p><b>how and what to assess.</b></p> <p><b><i>NB Different schools, different requirements. Check with your RE Subject Leader.</i></b></p> <p><b><i>Solo Taxonomy hexagons for this unit are on the Emmanuel Project Flash drive, along with ideas for use.</i></b></p> <p><b><i>Children can use the symbols from each unit to help them remember key beliefs in each religion.</i></b></p> |
| <p><b>EXPRESS your RE learning and share it</b></p> | <p><b><i>Teacher's note:</i></b> <i>You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</i></p> <p><b>Here are some more ways you might share your learning with others:</b></p> <ul style="list-style-type: none"> <li>• <b>Tell the story of Rama and Sita</b> to an audience e.g. parents, governors, another class. You could do this as drama, dance, a shadow puppet play, an epic poem or a stop animation. Write a suitable introduction using the word 'dharma'.</li> <li>• <b>Paint large painted pages for</b> a big book on 'The Ramayana'. Divide the story up into enough episodes for pairs to paint and then add captions including the word 'duty'!</li> <li>• <b>Work on displays on Hindu celebrations</b> mentioned in this unit: Raksha Bandhan, Diwali, Dussehra and weddings. Invite people to see your work and talk about what you have learnt about 'dharma'. Feed your visitors some Indian sweets.</li> </ul>   | <p><b><i>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</i></b></p>  |

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|  | <ul style="list-style-type: none"><li>• <b>Make Diva lamps</b> out of self-hardening clay. Paint them with gold paint. Decorate with sequins etc. Display with ideas you have learnt about DUTY from the Rama and Sita story.</li><li>• <b>Create outline figures of Rama and Sita.</b> Annotate the figures with what they have learned about how the characters inspire Hindus to do their own duties.</li></ul> |  |
|--|--|--|

## Appendix 1: The Story of Rama and Sita

King Dasharatha, Rama's father, decides it is time to pass the throne to his eldest son Rama and retire to the forest to seek moksha. Everyone seems pleased. This plan fulfils the rules of dharma because an eldest son should rule and, if a son can take over one's responsibilities, one's last years may be spent in a search for moksha.

However Rama's step-mother, the king's second wife, is not pleased. She wants her son, Bharata, to rule. Because of an oath Dasharatha had made to her years before, she gets the king to agree to banish Rama for fourteen years and to crown Bharata, even though the king, on bended knee, begs her not to demand such things, he has to keep his word. Broken-hearted, the devastated king cannot face Rama with the news and Kaikeyi tells him.

Rama, always obedient, is as content to go into banishment in the forest as to be crowned king. "I gladly obey father's command," he said to his stepmother. When Sita, Rama's wife, heard Rama was to be banished, she begged to accompany him to his forest retreat. "As shadow to substance, so wife to husband," she reminded Rama. "Is not the wife's dharma to be at her husband's side? Let me walk ahead of you so that I may smooth the path for your feet," she pleaded. His brother Lakshmana also begged to accompany them.

Bharata, whose mother's evil plot has won him the throne, is upset when he finds out what has happened. Not for a moment does he consider breaking the rules of dharma and becoming king in Rama's place. He sought Rama in the forest. "The eldest must rule," he reminded Rama. "Please come back and claim your rightful place as king." Rama refused to go against his father's command, so Bharata took his brother's sandals and said, "I shall place these sandals on the throne as symbols of your authority. I shall rule only as regent in your place, and each day I shall put my offerings at the feet of my Lord. When the fourteen years of banishment are over, I shall joyously return the kingdom to you." Embracing Rama, he returned to Ayodhya. Rama was very impressed with Bharata's selflessness.

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Years pass and Rama, Sita and Lakshman are happy in the forest. Rama and Lakshman destroy the rakshasas (evil creatures) who disturb the sages in their meditations. One day a rakshasa princess tries to seduce Rama, and Lakshmana wounds her and drives her away. She returns to her brother Ravana, the ten-headed ruler of Lanka (Sri Lanka), and tells her brother (who has a weakness for beautiful women) about lovely Sita.

Ravana devises a plan to abduct Sita. He sends a magical golden deer which Sita desires. Rama and Lakshman go off to hunt the deer but first they draw a protective circle around Sita; she will be safe as long as she does not step outside the circle. As they go off, Ravana (who can change his shape) appears as a holy man begging alms. The moment Sita steps outside the circle to give him food, Ravana grabs her and carries her off to his kingdom in Lanka.

Ravana has carried Sita to his palace in Lanka, but he cannot force her to be his wife so he puts her in a grove and alternately sweet-talks her and threatens her in an attempt to get her to agree to marry him. Sita will not even look at him but thinks only of her beloved Rama.

Hanuman, the general of the monkey band, flies to Lanka and, finding Sita in the grove, comforts her and tells her Rama will soon come and save her. Ravana's men capture Hanuman, and Ravana orders them to wrap Hanuman's tail in cloth and to set it on fire. With his tail burning, Hanuman hops from house-top to house-top, setting Lanka afire. He then flies back to Rama to tell him where Sita is.

Rama, Lakshman and the monkey army build a causeway from the tip of India to Lanka and cross over to Lanka. A might battle ensues. Rama kills several of Ravana's brothers and then confronts, and finally kills, ten-headed Ravana. He frees Sita. After Sita proves her loyalty, they return to Ayodhya and Rama becomes king. His rule, Ram-rajya, is an ideal time when everyone does his or her dharma and "fathers never have to light the funeral pyres for their sons." Mahatma Gandhi dreamed that one day modern India would become a Ram-rajya.

## Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

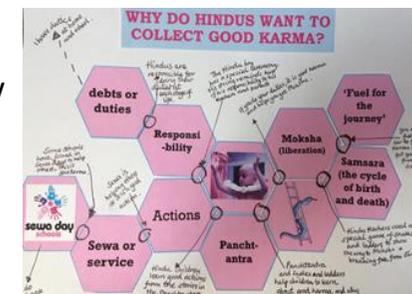
Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

### If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

|  |   |  |   |
|--|---|--|---|
| I know a little about the words but I can't answer the question yet. | I know what the question is asking. I can give a possible answer. | I can answer the question with several examples. | I could coach someone to answer the question, making links with other learning. |
|--|---|--|---|

- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



|   |  |
|---|--|
| <b>Beginning:</b> Discusses concept in own life                                   | Q1 What duties do you think brothers and sisters or friends have towards each other? |
| <b>Developing:</b> Draws on the lesson material                                   | Q2 How do Rama and Sita do their duties?   |
| <b>Expected:</b> Applies concept / answers key question                           | <b>Q3 How does the story of Rama and Sita inspire Hindus to follow their dharma?</b> |
| <b>Greater Depth:</b> Offers wider links to this or other faiths / personal views | Q4 What duties do people have in different religions? Or at different ages?          |

**If you want to assess pupils against end of year expectations for RE, you could:**

**Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

|           | Attainment Target 1 - Learning about religion and belief   |   |   | Attainment Target 2 - Learning from religion and belief   |  |   |
|-----------|--|---|---|---|--|---|
|           | Strand a) beliefs, teachings and sources   | Strand b) practices and ways of life  | Strand c) forms of expression   | Strand d) identity and belonging  | Strand e) meaning, purpose and truth   | Strand f) values and commitments  |
| <b>Y3</b> | <b>3a</b> I can describe what a Hindu might learn from the the story of Rama and Sita  | <b>3b</b> I can describe how, like other religious people, Hindus have people to inspire them   | <b>3c</b> I can use religious words to describe how Hindus show the importance of duty at Raksha Bandhan  | <b>3d</b> I can recognise things which influence me (family, friends, faith) to fulfil / neglect my duties  | <b>3e</b> I can ask good questions to do with my duty in life after talking about Rama and Sita, and share my answers  | <b>3f</b> I can link things that are important to me with the way I think about, and tackle, my duties  |
| <b>Y4</b> | <b>4a</b> I can describe what Hindus might learn about dharma or 'right action' from the story of Rama and Sita  | <b>4b</b> I can describe some things Hindus do to celebrate Rama and Sita's commitment to duty, some the same, some different   | <b>4c</b> I can describe some difference ways Hindus show their beliefs in actions / symbols/ words during a wedding  | <b>4d</b> I can compare some of the things / people that influence me with those that influence others, including how the characters in Ramayana influence Hindus           | <b>4e</b> I can ask whether everyone has the same or different duties in life and compare my ideas with others, including a Hindu view                                 | <b>4f</b> I can link things that I, and others, value as the 'duties of a human' and those valued by Hindus, with how we actually think and behave  |
| <b>Y5</b> | <b>5a</b> I can make links that show how Hindu beliefs about dharma come from a variety of sources, including holy books, spiritual leaders and the re-telling of stories                | <b>5b</b> I can use the right religious words to describe practices and experiences involved in fulfilling one's dharma Hindu e.g. the five daily duties, giving rakhis, wedding promises | <b>5c</b> I can show how Hindus express their beliefs /feelings about the story of Rama and Sita in poetry, drama, puppetry or dance and suggest why the story is an epic | <b>5d</b> I can ask questions about the Hindu view of different duties belonging to different stages in life and talk about who helps / inspires me to fulfil my duties now | <b>5e</b> I can ask questions about why people have, or should have, <u>any</u> duties in life and suggest some different answers of my own and one a Hindu might give | <b>5f</b> I can ask how easy it is for me, and others, to make moral decisions based on what we value, and comment on the decisions of the Ramayana characters to fulfil / fail in their duties |
| <b>Y6</b> | <b>If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found on the Emmanuel Project disk, and create your own 'I can's' to extend this grid.</b> |   |   |   |  |   |

## Resources for this enquiry:

**Vraj and Simran** feature in a BBC video (<http://www.bbc.co.uk/programmes/p02n5xj7>). Additional clips of their lives, worship and beliefs are included in this unit, and clips involving other Hindu children are also available.

Using Hindu children as reference points will enable staff and children to talk more easily about things Hindu families might believe or do. They provide a context for pupils' learning which is easier to handle than talking abstractly about religious people. Alternatively you can create your own cartoon characters or use suitable photos of children to create similar characters.

Sometimes scenarios can be created around Vraj and Simran life to start a discussion. They can introduce things which happen at their home or mandir (Hindu temple). They can help by 'bringing in' Hindu artefacts or books e.g. in this unit, a Hindu story comic of the Ramayana, pictures or statues of Rama, Sita, Lakshman and Hanuman, rakhis and a Raksha Bandha card etc



### Teacher Resources

- Hinduism: a very short introduction - Kim Knott- Oxford University Press
- Explaining Hindu Dharma: A Guide for Teachers Hardcover –Nawal K. Prinja
- <http://www.hinduacademy.org/schools/glossary.htm> - useful glossary
- Real Reads- Ramayana- Valmiki- retold by Prema Jayakumar.
- Hinduism for Schools - <http://www.hinduacademy.org/schools/ks1-3.htm>
- Opening Up Hinduism – Fiona Moss - includes lesson materials useful across the age-ranges on Hinduism - <https://shop.retoday.org.uk/category/.open.pr>
- The Journey of Life and Death - Joyce Mackley - includes section on Rites of Passage in Hinduism / Life and Death across religions - <https://shop.retoday.org.uk/category/.engage.pr>



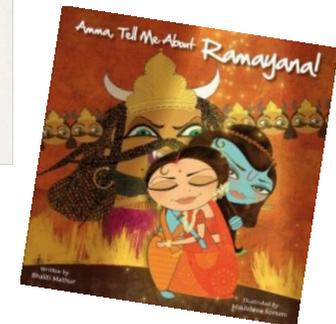
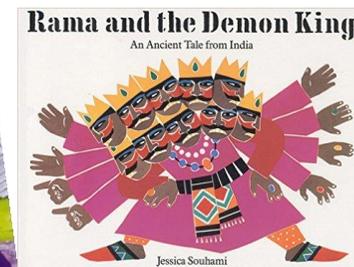
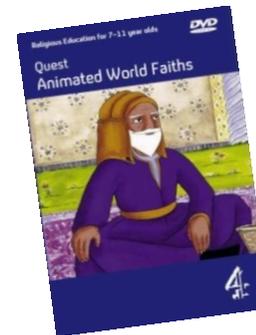
## Artefacts

- Rama Sita, Lakshman and Hanuman (plastic) (Search for 'Ram Darbar' on internet for other options.)
- Rakhis
- <http://artefactstoorder.co.uk/product/diwali/>



## Story-telling Resources

- Rama and Sita storytelling doll (Articles of Faith - <https://www.hope-education.co.uk/product/primary/re/hinduism/rama-sita-storytelling-doll/he1000589>)
- Rama and Sita face masks (Religion in Evidence) <https://www.tts-group.co.uk/rama-and-sita-role-play-masks-5pk/1003568.html>
- Reflect-a-story pack – Divali (Religion in Evidence) <https://www.tts-group.co.uk/reflect-a-story-big-books/1003632.html>
- Rama and the Demon King: An Ancient Tale from India by Jessica Souhami
- Amma, Tell Me About Ramayana! by Bhakti Mathur
- Hindu Stories- Anita Ganeri – Picture Window Books
- Animated World Faiths: The Ramayana



Initial ideas for this unit were worked on by Janet Wylie (St Helen's Primary, Ipswich) and Wendy Rayner (Kingsfleet Community Primary, Felixstowe) at the Emmanuel Project days, and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you for your hard work!