



Scheme of Learning	Topic: Year 8: Hindu Dharma
Learning outcomes	By the end of this unit students will develop knowledge and understanding of common beliefs and practices of Hindu Dharma (samsara, karma, puja etc) as well as divergent views (Vaishnava v Shaiva symbolism and texts, understandings of personal dharma, etc). Ability to evaluate the role and impact of Hindu Dharma in modern life, which requires development of analytical thinking and writing skills. This will create a baseline of knowledge for their further study of the karmic faiths in the remainder of Year 8 and will also be a solid foundation for later GCSE study of beliefs about God and dialogues between faiths.
Key Question	Is following one's personal dharma the best way to live?
Knowledge	Key Concepts • Describe what is meant by Hindu Dharma, and why it may be considered a better term than 'Hinduism' • Describe at least one Hindu creation story • Describe how Hindu Dharma can be understood as both polytheist and monotheist • Name and describe the key features of the Trimurti (Brahma, Vishnu and Shiva) • Name and describe the role of avatars, especially Kali and forms of Vishnu • Name and describe the differences between Hindu sacred texts, especially the Vedas, Bhagavad Gita and Ramayana • Name the key characters and describe the key lessons about dharma from the Bhagavad Gita (ch 2) and Ramayana • Define and describe the relationship between samsara, dharma, karma, and moksha • Describe key features of puja both in the home and at a mandir • Describe the caste system and its links to dharma, karma and reincarnation • Describe the impact of the caste system on modern Indian society, especially for Dalits • Describe the work of the Atma Café, particularly around ahimsa food and community outreach • Describe Hindu beliefs about animal welfare and the environment Key Skills



- Analyse the different understandings of dharma based on samsara, sacred texts, puja, the caste system and modern Hindu life
- Compare and evaluate Kali and Sita as role models for modern women
- Evaluate the usefulness of following 'personal dharma' in modern life
- Discuss differences in belief in a respectful way

Key Terms/Glossary:

- Hindu Dharma – umbrella term for the variety of beliefs and practices of Hindus which share some common features/principles
- dharma – duty or correct way of living
- monotheism – belief in one God
- polytheism – belief in many gods
- Trimurti – the three main Hindu gods Brahma, Vishnu and Shiva
- Brahman – the supreme being or ultimate reality
- avatar – a deity in human or animal form
- Vedas – the most ancient Hindu sacred texts
- samsara – the cycle of life, death and rebirth
- atman – eternal soul
- karma – the accumulated result of good or bad deeds which impacts a soul's rebirth
- reincarnation – the rebirth of a soul in another body
- moksha – the release of a soul from the cycle of samsara
- caste system – traditional (and now officially outlawed) class system of India, with people born into four castes or varnas: Brahmins (priests), Kshatriyas (warriors/rulers), Vaishyas (merchants) and Sudras (labourers)
- Dalits – literally 'broken' or 'scattered'; refers to the lowest 'untouchables' class which was excluded from the four traditional varnas; reclaimed as a political identity in modern India

ahimsa – 'no harm'

Ongoing Assessment

In lessons: Retrieval practice quiz at the beginning of each lesson, AFL such as use of mini whiteboards so students can hold up their responses, true/false statements that all students respond to (e.g. thumbs up/down)



Key Assessment	One 6 mark written evaluative question marked in the course of the topic plus a focused knowledge assessment with short answer questions
Clear sequencing of content	This topic builds on religious themes that students learned in Year 7 (eg sacred texts, beliefs about God, religious practices/prayer, diversity in religion). It is also the first topic in our year on karmic faiths, which is a significant change from the Abrahamic faiths studied in year 7. The knowledge they gain about samsara, karma and dharma in this unit will be developed again in Buddhism and Sikhism later in the year. This topic starts with lessons on the more 'visible' elements of the religion (gods, sacred texts) both as an accessible entry point and a concrete introduction to the concept of diversity of belief/practice within Hindu Dharma. It then moves into the more abstract beliefs around reincarnation and dharma, finishing with critical looks at how Hindu Dharma impacts lives today (caste system, Atma Café, animal rights).
Links to Careers	This topic, as with all RS topics, provides students with excellent cultural capital knowledge as well as opportunities to discuss differences of worldview in a respectful way. Students are also challenged to reflect on and evaluate different values, both aloud and in writing. Having sound knowledge of these areas can only be an advantage in any future career.
Diversity and Inclusion	• We look at a wide variety of traditions within Hindu Dharma, emphasising the diversity of the faith and acknowledging when students' experiences of Hindu Dharma may be different from what we teach • We evaluate Kali and Sita as role models for women today • We examine issues of social justice and modern political identities within Hindu Dharma, particularly around the experiences of Dalits in India, urban British outreach by Hare Krishna at the Atma Café, animal rights and the politics of beef consumption in India
Additional Support	Students will have worksheet booklets with key words and tasks included to help them with organising their folders and notes The RS SharePoint page has links to useful sites and podcasts to extend knowledge



Challenge

The BBC Religion pages are also an excellent starting point for further research into the main faith traditions, including Hindu dharma. <https://www.bbc.co.uk/religion/religions/islam/>

BBC Bitesize is also useful: <https://www.bbc.co.uk/bitesize/topics/zsdtbk>