

RE Progression of Concepts: Hinduism

<u>Hinduism</u>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and values		- I can understand that Hindus believe in one God in many forms - I can understand what Hindus believe that God is present in all living things - I can suggest what Hindus might learn about God from the story of the blind men and the elephant	- I can understand that Hindus believe in one God (Brahman) who can be worshipped in many forms - I can understand the forms (the deities) have different qualities and are portrayed in different ways - I can understand Hindus might believe that it is important to show devotion to the deities	- I can develop an understanding of the importance of duty and commitment to many religions - I can follow dharma (religious duty) is an important part of Hindu life - I can suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family		- I can make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty - I can explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus - I can explain the Hindu belief that God is present in all people (through atman) and the impact this might have on a believer	- I can analyse Hindu beliefs about samsara, karma and moksha and how these are linked - I can understand how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' - I can explain how belief in reincarnation and the law of karma might affect the way a Hindu lives
Living religious traditions		- I can talk about how and why Hindus might use statues and images (murtis) in their worship - I can suggest symbolic meanings expressed in the images	- I can understand that Hindus might worship at a Mandir and/or the home shrine - I can understand why worship in the home might be important - I can understand the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)	- I can describe how and why Hindus might celebrate Raksha Bandhan - I can identify aspects of the celebration which remind Hindus of their dharma - I can identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma		- I can describe and explain a variety of ways that Hindus might celebrate the festival of Holi - I can suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate - I can explain how Holi celebrations might express Hindu beliefs about equality	- I can describe and explain the four ashramas (stages of life) in the life of a Hindu - I can explain how a person might change as they move from one ashrama to the next - I can consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama

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Shared human experiences		- I can talk about the different ways that people can be seen and described - I can consider how people might have multiple roles	I can understand the qualities that make some people special I can understand how humans show their gratitude to the people who matter in their lives	- I can identify sources of authority and inspiration - I can consider what our 'duties' as human beings are		- I can explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions - I can consider the different ways that myth and stories are and used - I can explain how a 'truth' might be contained within a story	- I can discuss the special milestones that we might celebrate during a person's lifetime - I can discuss how our rights, responsibilities and relationships with others might change as we go through life
Search for personal meaning		- I can reflect on how others might see them - I can talk about the different roles that they might have (friend, child, brother/sister etc.)	I can understand who is special to them and why. I can understand who I should be grateful to and how they might show this in words and actions	- I can reflect on my own duties – to themselves, to their families, to their communities - I can discuss who or what they follow – and why		- I can consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) - I can discuss and debate things that they consider to be true that others might disagree with	I can understand what a duty is to other people I can understand how we have a duty to meet people on their life journey