

World Faiths- Year 2

Judaism

Islam

Hinduism

OVERVIEW FOR JUDAISM – YEAR 2 & FOUNDATION 2

PRAYER AT HOME – SHABBAT

Judaism is taught for one week every year. Each year the pupils learn more about how their Jewish sisters and brothers live and what they believe as the theme develops. The themes are the same for all religions.

TEACHERS' NOTES

The family and community are very important within Jewish life. The most important day of the week is Shabbat (the Sabbath). It is the day on which Jews remember the seventh day of creation on which God rested. Jews stop working and make time for God and family life. It is a time prayer, study of the Torah and rest. There are a number of rules about the Shabbat, there must be no work, use of any form of transport, electricity (anything that makes fire), the spending of money or use of the phone etc. It begins on Friday evening when it is dark and ends on Saturday evening when it is dark. Everyone plays a part in the ritual at home.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Hanukkah (Chanukah) The feast of lights	There are special days	Hanukkah. The story of the oil lamp in the Temple	God cares for his people
Year 1 FS 1	Stories	Abraham and Moses	We all have stories	Abraham and Moses, leaders of the Jewish people	How God led the Jewish people
Year 2 FS 2	Prayer/home	Shabbat	Families gather	Shabbat	Shabbat the day for God, the day of rest
Year 3	Places for worship	The synagogue	There are special places	The synagogue	The importance of the synagogue
Year 4	Holy Books	The Torah	Books are important	The Torah	The importance of the Torah
Year 5	Beliefs and festivals	Pesach	There are times for remembering	Pesach	God cares for his people
Year 6	Belonging and values	Yom Kippur	Making a new start	Yom Kippur	The value of atonement

RESOURCES

God's Story 2 pages 10-11, Genesis 1: 26-28, 2:1-3
BBC learningzone clips, there are many short clips to chose from Shabbat
<http://www.articlesoffaith.co.uk/>
for the purchase of ritual objects
BBC DVD Pathways of Belief
<http://www.torahtots.com/>

KEY WORDS

creation, Shabbat
challah, havdalah
spice box, Kiddush

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 1: Knowing and loving God, the Scriptures, Creation

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour

LOOK AND DISCOVER

Families gather and why Saturday is God's special day.

RESOURCES

God's Story 2 pages 10-11, Genesis 1: 26-28, 2: 1-3
pictures on the IWB
BBC learningzone Shabbat clips
White cloth, 2 candles sticks, a wine glass, breadboard
<http://www.torahtots.com/>

KEY WORDS

creation, Challah, Shabbat

LOOK

LEARNING FOCUS: Shabbat; God's special day.

Y CONTENT

Talk about what children do at the weekend, what makes it special and who is with them.

f WHOLE CLASS
CORE INPUT

DISCOVER

LEARNING FOCUS: Why Saturday is God's special day.

Y CONTENT

Briefly revise the story of creation. Remember that after God had finished creating the world, he stopped on the seventh day and rested, that is what Jewish people do each Saturday, the last day of week for them, they celebrate Shabbat; that is the Jewish word for "and He (God) rested".

f WHOLE CLASS
CORE INPUT

They begin to celebrate Shabbat on Friday night when it gets dark and it lasts until Saturday evening. Before that there is plenty to be done. Sarah lives with her mother and father and baby brother, Joseph. On Friday Sarah goes shopping with her Mum to buy chicken and some special Challah bread, a delicious dessert and some wine for their evening meal. When they get home they tidy up the house. Sarah lays the table while Mum cooks the meal. Sarah puts a white cloth on the table, then the silver candlesticks, wine glasses and a silver cup. They are getting ready for the start of Shabbat. All is now ready. Soon Daddy will be coming home. He leaves work early on Friday in the winter so he can be home before dark.

Shabbat is a happy time, a day free from work and being together with the family.

∞ Use a video clip of the preparations for Shabbat meal.

SOME KEY QUESTIONS

Q Why do Jewish people celebrate Shabbat?

Q What make Shabbat special?

**Y SOME SUGGESTED
ACTIVITIES**

**f ADULT DIRECTED
GROUP ACTIVITY**

⌘ If at all possible, invite a member of the Jewish faith to visit the class and share their experiences of Shabbat with the class.

⌘ With talk partners describe what happens at Shabbat. Then in the group, make a 'things to do list' for a Friday night.

⌘ Use Shabbat playset from '*Articles of faith*' or make pretend Shabbat food from salt dough.

**f CONTINUOUS
PROVISION**

⌘ Set up a table for Shabbat add to it during the week.

⌘ Email a believer about Shabbat peopleoffaith.org.uk.

⌘ Use <http://www.torahtots.com/> to email a happy Shabbat card and explore independently aspects of Shabbat as presented for Jewish children.

DISCOVER

Shabbat blessings.

RESOURCES

The ingredients for challah bread
BBC learningzone Shabbat clips
Brioche bread is very much like challah bread, you could use it on your Shabbat table if you don't make any.

KEY WORDS

kiddush

TEACHING POINTS

1. When the children hear the words of blessing they may recognise them as being very similar to the blessing over the bread and wine at Mass.
2. The children learn about a synagogue in the next topic.

LEARNING FOCUS: Shabbat blessings.

Y CONTENT

f WHOLE CLASS CORE INPUT

Recall the last lesson. In Sarah's family everything is ready for Shabbat to begin. Mum lights the candles and says a special prayer of blessing to welcome the Shabbat and pray for her family. When Sarah grows up and is married she will do the same. Every one says *Shabbat Shalom*, to each other, wishing each other a peaceful Shabbat. Then Dad puts his hands on Sarah and Joseph's head and blesses them. It is a special family moment. Shabbat is a time for families to be together. It is a happy, fun time that everyone enjoys. Then Dad says a blessing over his glass of wine. This is called Kiddush. He pours a little into everyone's glass. Afterwards he gives them a piece of delicious challah bread, which is underneath a special cover. During the meal they all chat about what they have been doing during the week. During Shabbat no one does any work, it is a time to think about God and to be together. On Saturday morning the family all walk to the synagogue, their place of worship, for a service.

Use BBC learningzone Shabbat clips of the blessings or pictures of Shabbat.

SOME KEY QUESTIONS

- Q How does each member of the family take part in Shabbat?
- Q How do you think the children feel when they are blessed by their parents?

**Y SOME SUGGESTED
ACTIVITIES**

**f ADULT DIRECTED
GROUP ACTIVITY**

8 Learn the greeting Shabbat Shalom.

8 Make some Challah bread

Recipe

750 grams strong white flour

2 tblsp soft brown sugar,

3 eggs

125ml sunflower oil

1 tblsp of dry yeast

1 teasp salt

Dissolve 1 tblsp of sugar with 125ml of warm water
sprinkle on yeast; leave in a warm place.

Whisk eggs with oil, salt, sugar in a measuring jug, add
warm water until the 400ml mark on the jug is reached.

Sift flour into a bowl, fold in yeast mixture and egg
mixture slowly with a wooden spoon.

Knead together into a ball.

Cover and leave in a warm place to double in size.

Divide into 6 equal lumps, roll into 6 lengths, plait
together.

Let it rise again.

Brush with egg.

Bake for 15 minutes at 230° (gas 8) or

35 minutes at 190° (gas 5).

8 Imagine you are either a mum or a dad and make up a special
blessing for your children. What would you wish for them?
Make this into a Shabbat card.

8 Design a challah bread cover, remembering that Jewish
people never depict images of people.

**f CONTINUOUS
PROVISION**

8 <http://www.torahtots.com/> offer different aspects of
Shabbat that children can explore independently.

8 In role-play area use wooden or plush Shabbat set from
'Articles of faith' to act out what they know about Shabbat.

DISCOVER AND RESPECT

Shabbat ends, appreciate that it is a family day of rest and happiness.

RESOURCES

Pictures of or actual
Spice box and havdalah
candle

KEY WORDS

spice box, havdalah

LEARNING FOCUS: Shabbat ends.

Y CONTENT

f WHOLE CLASS CORE INPUT

Now on Saturday night, as it gets dark, Shabbat is coming to an end. Sarah and her family prepare to leave Shabbat. There is a special little ceremony to say goodbye to Shabbat. Mum says a little prayer to thank God for the Shabbat. Sarah's dad lights a special candle called a havdalah candle, it is several candles plaited together to make the candle. It is called a "havdalah" candle as this is the Hebrew word for "separation", so it is used in this little ceremony to mark the separation of the Shabbat from the rest of the working week.

Sarah holds the candle whilst her dad takes a cup of wine and says a blessing. He also says a blessing over a little box of sweet smelling spices. Everyone smells the spices and prays that the coming week will be as sweet as the spices. Then dad puts out the candle by dipping it into the wine and that means the end of Shabbat until next Friday.

BBC learningzone Shabbat clips of the end of Shabbat.

SOME KEY QUESTIONS

Q What would see, hear, taste or smell during Shabbat?

Q How will the next day be different?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

8 Write/perform a sound poem about what we would see, hear, taste or smell during Shabbat?

8 Design a havdalah candle.

f CONTINUOUS PROVISION

8 Look at a spice box and design one of your own.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they have enjoyed about the topic. Encourage them to think about and appreciate Shabbat a family day of rest and happiness, time to think about God.

OVERVIEW FOR ISLAM – YEAR 2 & FOUNDATION 2

PRAYER AT HOME – PRAYER AT HOME

Judaism is studied by everyone and Islam one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Muslims are followers of the religion of Islam, which began in Saudi Arabia around the seventh century. They believe in one God, Allah. There are two main groups of Muslims, Shi'ah and Sunni. The Sunnis are the larger group. Their beliefs are similar but they differ on the forms of leadership. What the children learn in this programme of study is a *middle way*, offering what is most general in Islam. The spelling used is *Makkah* rather than the common version *Mecca* to avoid confusion.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Prayer mats	Special objects	Prayer mats and the Qur'an	What is special for Muslims
Year 1 FS 1	Stories	Muhammad	Special stories	Muhammad	Muhammad is important for Muslim people
Year 2 FS 2	Prayer/home	Prayer at home	Quiet times	Prayer five times a day	Prayer is important for Muslims
Year 3	Places for worship	The mosque	Special buildings	Friday is a day of special prayer. Call to prayer	How Muslim people worship
Year 4	Holy Books	The Qur'an	Important books	The Qur'an. 99 beautiful names of God	The importance of the Qur'an for Muslims
Year 5	Beliefs and festivals	Ramadan and Pilgrimage	Special times	Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha Hajj	Respect for the special occasions for Muslims
Year 6	Belonging and values	Guidance for Muslims	Guidance in life	The 5 pillars Zakat	What is important for Muslims

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/5965>
and 5957
Muslim prayer mat
<http://www.bbc.co.uk/learningzone/clips/life-in-coventry-yonis/9651.html>

KEY WORDS

prayer
Allah, wudu
Halal

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Quiet times and Muslims pray at home.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/5965> and [5957](http://www.bbc.co.uk/learningzone/clips/5957)
Muslim prayer mat

KEY WORDS

prayer, Allah, wudu

LOOK

LEARNING FOCUS: Quiet times.

Y CONTENT

f WHOLE CLASS
CORE INPUT

When you have a special friend you want to spend time with them and talk to them and tell them all the things that are important to you. You also want to listen to what they have to tell. We like to spend time with those we care about.

DISCOVER

LEARNING FOCUS: Muslims pray at home.

Y CONTENT

f WHOLE CLASS
CORE INPUT

Show the video clip from the BBC learning zone. CLIP 5957
Talk about it.

Muslims learn to pray at home with their family. The family is very important to Muslims. Parents believe it is their duty to teach their children about Islam and how to pray to Allah, the name they give God.

Prayer is the most important part of a Muslim's day, they pray five times every day: early morning, midday, afternoon, after sunset, and nightfall. Muslims can pray anywhere that is clean and quiet. Before they pray they take off their shoes, cover their heads, wash, that is called wudu, and roll out their prayer mat to face Makkah the holy city for Muslims. Many Muslims carry a special compass with them which helps them find the direction of Makkah.

There are nine movements in their prayer including standing, kneeling and bowing low, and touching the ground with foreheads. This is to show that they are humble and respectful to Allah. There is a set pattern to their prayer which includes a special praise and thanks to Allah, asking forgiveness for their sins and ask for their needs. The first words of the prayer is *Allahu Akbar* meaning *Allah is great*. When they have finished the set prayers they can use their own words.

SOME KEY QUESTIONS

Q How do Muslims prepare for prayer?

Q Why do you think Muslims pray five times a day?

Q What signs of respect do Muslims show when they pray?

**Y SOME SUGGESTED
ACTIVITIES**

**f ADULT DIRECTED
GROUP ACTIVITY**

- 8 Describe how Muslims prepare for prayer
- 8 Draw a Muslim praying, if possible show the different postures used.
- 8 Make a clock face showing when Muslims would be praying.

DISCOVER

The Muslim home.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/life-in-coventry-yonis/9651.html>

KEY WORDS

Halal

LEARNING FOCUS: The Muslim home

Y CONTENT

f WHOLE CLASS CORE INPUT

Show the video of the daily life of a Muslim boy.

<http://www.bbc.co.uk/learningzone/clips/life-in-coventry-yonis/9651.html>

SOME KEY QUESTIONS

Q How is Yonis' life the same as yours?

Q How it is different?

Q How easy would it be to learn Arabic to read the Qur'an?

(especially if it is not possible to show the video)

In the Muslim family the wellbeing of the family is the responsibility of the mother. Her work is in the home and it is considered to be as important as the father's whose responsibility it is to provide the family with an income and to protect the members of the family. Muslim children are expected to show respect to their parents and to look after them when they get old.

If the child goes to a Muslim school then they will learn the Qur'an there, if not they will learn it in special classes at the mosque. They are expected to work hard in school and to spend time with their families.

Muslims have strict rules about the food they eat, especially meat. They do not eat anything that is from a pig. Pork, bacon and sausages are not allowed. Any meat that they do eat has to be prepared in a special way. This is called halal. Muslims wash and pray before meals. The eldest person present always eats first. Drinking alcohol is strictly forbidden.

Muslims have several rules about clothes, they must dress modestly, and women must cover their hair. Different kinds of Muslims have different rules about dress.

SOME KEY QUESTIONS

Q What do you notice is special about Muslim home life?

Q How do you think Muslim children respect their parents?

Q What shows you that family life is important for Muslims?

**Y SOME SUGGESTED
ACTIVITIES**

**f ADULT DIRECTED
GROUP ACTIVITY**

8 Make a diary called the day in the life of..... a Muslim boy/
girl.

8 If you invited a Muslim child to your house what would you
have to do to make he or she feel at home?

8 Use pictures to describe how you would recognise a Muslim
person if you saw one?

DISCOVER AND RESPECT

The Muslim family and Prayer is important for Muslims.

LEARNING FOCUS: The Muslim family.

Y CONTENT

f WHOLE CLASS CORE INPUT

Children are an important part of a Muslim family, they are considered a gift from God and Muslims believe that a large family is a blessing. Newborn children welcomed into the family by the father whispering into the ear of baby :“There is no God but Allah and Muhammad is his true messenger.” Muslims think that God is so special that this should be the first thing that the new baby hears. As the baby grows up he or she will learn many more special names for God.

The baby’s first taste should be something sweet, so parents may chew a piece of date and rub the juice along the baby’s gums or put honey on its tongue.

When the baby is about a week old the baby is named, often with the name of people who are important to their parents and to other Muslims. The baby’s head is shaved and the hair is weighed and its weight in silver is given to charity.

SOME KEY QUESTIONS

- Q Why are children important in the Muslim family?
- Q What do you think is the significance is of the sweet taste for babies?
- Q What sort of names are given to Muslim children?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

⌘ Make cards displaying some of the names Muslim parents might choose and decorate with Muslims designs (no people or animals) Hint: the most popular name for Muslims boys is Muhammad and for girls Aisha

⌘ With a talk partner decide on your best ways of welcoming a baby and explain the reasons for your choice.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they enjoyed about the topic. Encourage them to think about Muslim family life and especially their times of prayer and appreciate and respect that prayer and family life are important to Muslims.

OVERVIEW FOR HINDUISM – YEAR 2 & FOUNDATION 2

PRAYER AT HOME – PUJA

Judaism is studied by everyone and Hinduism one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Hinduism is one of the oldest religions of the world, it has no known founder, but is deeply rooted in Indian culture, having begun in the Indus Valley about 5,000 years ago. Hinduism possesses no authoritative body to define the limits of orthodoxy.

There are many shared beliefs among Hindus but it is a flexible religion which allows people to express their belief and worship in different ways. The programme of study here is a middle way, offering what is most general in Hinduism but not necessarily what every Hindu would believe or live. Generally Hindu people speak about gods, but in fact they worship one God, Brahman, who has many different forms called gods and goddesses.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Diwali	We all celebrate	Diwali	Diwali is important for Hindu people
Year 1 FS 1	Stories	Krishna and Ganesh Raksha Bandan	Stories we enjoy	Krishna and Ganesh Raksha Bandan	Shared stories bring people together
Year 2 FS 2	Prayer/home	Prayer at home Puja	Quiet times	Puja	Prayer is part of Hindu life
Year 3	Places for worship	The Mandir	Special places	The Mandir	How Hindu people worship
Year 4	Holy Books	Vedas and Bhagavad-Gita	Special books	Vedas and Bhagavad-Gita	Sacred writings guide people's lives
Year 5	Beliefs and festivals	Brahman Belief in one god Pilgrimage	What is important?	Hindu believe in one God, pilgrimage	Respect for the beliefs of Hindus
Year 6	Belonging and values	Karma	Rules for life	Karma and Dharma	Hindus care for creation

RESOURCES

BBC learning zone video clips
My Hindu Faith Anita Ganeri ISBN: 0237518961
Hindu Mandir Anita Ganeri ISBN: 0713654953
<http://pof.reonline.org.uk/>

KEY WORDS

Puja, arti,
shrine, diva,
Aum, mala

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Quiet times and the Hindu home shrine.

RESOURCES

Picture of a Hindu home shrine, use the one in *My Hindu Faith* or *Hindu Mandir* (if possible put a picture on the IWB.)
<http://pof.reonline.org.uk/>

KEY WORDS

shrine

LOOK

LEARNING FOCUS: Quiet times.

Y CONTENT

f WHOLE CLASS
CORE INPUT

Think about the times when you want to be quiet, to pray to think your own thoughts, just to be on your own for a while.

SOME KEY QUESTIONS

- Q At home, where do you go when you want to be on your own?
- Q When you want to talk to God what helps you?

DISCOVER

LEARNING FOCUS: The Hindu home shrine.

Y CONTENT

f WHOLE CLASS
CORE INPUT

Hindu families have shrines, (prayer spaces) in their homes dedicated to a god or gods. A lot of worship takes place at home; children learn prayers and understand about their religion from their parents. Look at the picture of a home shrine; what do you notice?

Most Hindus worship more at home rather than in the Temple. When choosing a place for a shrine some well off families might have a spare room they can use, for many it will be a corner of their living room, it has to be somewhere very clean, out of respect. They make a small altar, which is usually close to the floor as Hindus sit on the floor when they pray, they will decorate it with colourful drapes. The family decides which god or goddess they want to dedicate their shrine to. Ganesha is a favourite god, he symbolises strength and protection, and so is Krishna, who symbolises love and kindness. They might have more than one god. The families will put a pictures or a statue of the god at the centre of their shrine. They pray at their shrine at least once a day especially in the morning and sometimes more often. The shrine is the centre of the house, for the Hindus there is a feeling that god is present in the home.

SOME KEY QUESTIONS

- Q Why do Hindus have home shrine?
- Q Why would they want a place that is clean?
- Q How do you think they choose which god to have?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- 8 Design a home shrine, with labels saying what is there.
- 8 With a talk partner tell each other about the home shrine and what it means.

f CONTINUOUS PROVISION

- 8 Watch the video clip on <http://pof.reonline.org.uk/> where a Hindu girl talks about her faith. What do they notice about the shrine at her home. Make a list or draw a picture of how they would make a shire a special and beautiful place.

DISCOVER

Puja at home.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/puja/4799.html>
Trays, foils, colour cloths, a bell, incense sticks, if possible
some Indian music

KEY WORDS

Puja, diva. Aum, mala

LEARNING FOCUS: Hindus pray at home.

Y CONTENT

f WHOLE CLASS CORE INPUT

In the morning when the family have washed, they go to their shrine and sit on the floor. Their worship is called puja. During worship, Hindus use many items, which are kept on a puja tray. The items include a bell, a pot of water, a diva lamp, (a small oil or wax lamp), an incense burner, a pot of kum kum powder (red powder for making the tika mark), and a spoon. There will also be some food and some flowers.

The bell will be rung to bring a protective shield around those praying. The mother of the family will ask for a blessing on the family and their day. She will sprinkle some water on the pictures or statues and ask a child to light the lamp with its five little wicks, another child may light the incense stick. The mother will touch the pictures with red powder and put a dot on the forehead of each person. Usually she will offer a little food too. The family will usually sing some songs or say some prayers from the Hindu holy books. Some families say or chant the word aum to help them meditate. When the family have breakfast, they will each have a taste of the holy food from puja ceremony.

Hindus often use prayer beads called mala which means garland to help them pray, they recite prayers or mantra as they touch the beads.

Watch the BBC learningzone clip.

SOME KEY QUESTIONS

- Q How does the Hindu family bring the presence of God to their homes?
- Q Hindus use all 5 senses when they worship, could you name the way in which each sense is used?
- Q How do you think the chanting of the holy word aum helps the family to pray?
- Q The kum kum powder is made into a paste and used on the images and the people, what do you think this means to the Hindus?
- Q How do you know that their religion is very important to them?

**Y SOME SUGGESTED
ACTIVITIES**

**f ADULT DIRECTED
GROUP ACTIVITY**

8 Talk about what goes on a puja tray, a bell, incense sticks, a little dish of water, kum kum powder and a lamp. There will also be flowers and food in the shrine. Discuss how a puja tray might be constructed with some everyday things found in the classroom, the brighter and more colourful the better. Put labels on the tray explaining the meaning.

8 In groups, children may draw or model objects for a Puja tray, provide each group with a tray that can be decorated or covered in foil on which the children put the objects they have collected or made. They could discuss what else would be needed for a shrine: e.g. colourful pieces of cloth; more pictures; flowers, especially if made into garlands to hang over the pictures. This can be done with paper flowers.

8 Play some Indian music.

DISCOVER AND RESPECT

The Hindu home: respect for the Hindu's home life of prayer.

LEARNING FOCUS: The Hindu home.

Y CONTENT

**f WHOLE CLASS
CORE INPUT**

The family is very important for Hindus, it is where they learn about their religion and customs, where children learn to respect each other and the created world. Most Hindus do not eat meat, they are vegetarian, they do not like to harm animals. In India cows wander around the streets nobody will hurt or kill them, because they are considered sacred because they provide milk a precious source of nourishment. Hindu people eat quite a lot of rice, dried beans, lentils cooked with tasty spices.

Children are brought up to follow five daily duties:

- To pray.
- To show respect and offer worship to the family god.
- To show respect for the family elders.
- To be hospitable and welcoming to those in need.
- To respect all living creatures.

SOME KEY QUESTIONS

- Q Why is family important for Hindus?
- Q Why are Hindus usually vegetarians?
- Q Why are cows sacred for Hindus?
- Q Talk about the applications of the 5 daily duties.

**Y SOME SUGGESTED
ACTIVITIES**

**f ADULT DIRECTED
GROUP ACTIVITY**

- ∞ Make a list of your own ideas of 5 daily duties.
- ∞ With talk partners imagine what the world would be like if everyone was vegetarian and also followed the five daily duties, share your findings with the class.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they enjoyed about the topic. Encourage them to think about how different people have different holy things to help them pray and we appreciate and respect the home of Hindu people.