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| **Year group: Y5 Term: Spring 1 Date: Class:** |
| **How do questions about Brahman and atman influence the way a Hindu lives?** |
| **Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:** |
| **Working towards:** | **Expected:** | **Greater depth:** |
| These pupils may be able to pull out key learning points in the unit – such as Brahman being in everything, or some of the names of the Hindu deities, but they will be unable to link any of this to decisions a Hindu may make as a result.  | Pupils understand that in the Hindu religion, there are many differing ideas about God. They may use the story of the Blind Men and the Elephant to illustrate this point. Pupils articulate the Hindu belief that Brahman is present in everything. They can explain what is expressed when Svetaketu’s father taught about the salt, honey and fig. They may also draw on their own metaphors to illustrate this point about the nature of Brahman further. Pupils can describe the meaning of the word Atman as a spark of the divine. They link this to how Hindus believe all life is sacred and can give examples of how this impacts on their life choices e.g. their diet and attitude to animals.Pupils can describe some Hindu deities, like Krisha or Ganesh, and how each reveal aspects of Brahman in human form. **Ultimately, pupils understand the key idea from this unit:***Hindus believe all living things contain a ‘spark’ of Brahman, which in humans is known as the ‘atman’.*  | These pupils can expand their thinking further around the mysterious nature of God in Hinduism and how this compares to an understanding of God in other world views. They use and understand terms such as monotheism, polytheism, pantheism etc . |
| **Names****<when assessed, list names of children in class here>** | **Names****<when assessed, list names of children in class here>** | **Names****<when assessed, list names of children in class here>** |
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