**Progression of skills: Discovery RE Hinduism Y3 and 4**

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| Key Question | Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu Child? |
| Learning outcomes  **Working towards** | * I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. * I can describe some of the things Hindus do at home or at the temple during Divali * I can start to empathise with what Hindus feel about Divali |
| Learning outcomes  **Expected** | * I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol * I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali * I can start to say why Divali might bring a sense of belonging to Hindus |
| Learning outcomes  **Working beyond** | * I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things bring me a sense of belonging. * I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. * I can start to explain how I might feel if I celebrated Divali with a Hindu family |
| Support |  |
| More Able |  |

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| Key question: | How can Brahman be everywhere and in everything? |
| Learning outcomes  **Working towards** | * I can explain how I may be special in different ways to different people * I can tell you about some Hindu gods and start to explain their significance to Hindus * I can ask questions about what Hindus believe |
| Learning outcomes  **Expected** | * I can explain some of the different roles I play whilst still being me * I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything * I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. |
| Learning outcomes  **Working beyond** | * I can describe some of the characteristics that make me me even when I am playing different roles * I can make links between Hindus beliefs regarding Brahman and gods with how they choose to live their lives. * I can reflect on Hindu beliefs and express thoughts on these |
| Support |  |
| More Able |  |

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| Key Question: | Would visiting the River Ganges feel special to a non-Hindu? |
| Learning outcomes  **Working towards** | WT1) I can explain the effects of water on me  WT2) I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them  WT3) I can tell you how I think it might feel for a Hindu to visit the River Ganges |
| Learning outcomes  **Expected** | E1) I can explain why water is important  E2) I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it  E3) I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges |
| Learning outcomes  **Working beyond** | WB1) I can describe some ways that people use water in groups and start to explain how that gives a sense of community.  WB2) I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river  WB3) I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu) |
| Support |  |
| More Able |  |