

# KS2 Hinduism: Teachings and Authority



**What spiritual pathways to moksha are written about in Hindu scriptures?**

**The *EMMANUEL* Project 2020:  
Teaching World Religions effectively in Key Stage 2**



THE CHURCH  
OF ENGLAND  
**Diocese of St Edmundsbury  
and Ipswich**

## Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



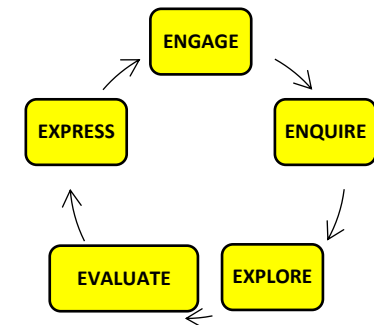
**This unit for Key Stage 2 pupils focuses on the Hindu concept of 'moksha'.** It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

**It links with common themes in RE syllabuses** e.g. in the Suffolk Agreed Syllabus it links with 'Teachings and Authority: What sacred texts and other sources say about God, the world and human life'.

**It is designed to last 6-8 hours,** taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Hinduism which relates to the key concept (at least 1 lesson)
- **Explore** a Hindu understanding of the key concept through 3 areas **(i) Hindu Narrative / text (ii) Hindu Community Practice (iii) Hindu Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.

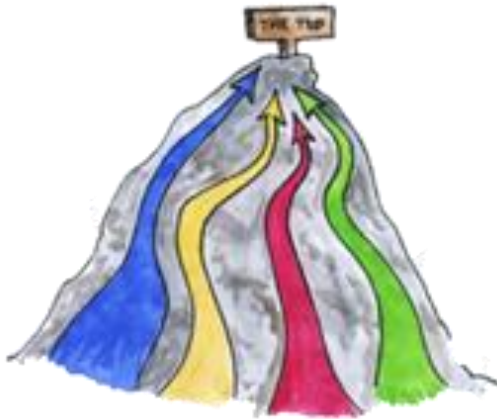


**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

**The Resource List** in this unit was current at time of publication, but teachers should watch out for new resources to add.

**Further guidance, other units and various support materials** (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

## Hindu concept **MOKSHA**



### It's a bit like...

- achieving your final goal
- reaching the peak of the mountain
- arriving at your destination by whatever route you choose
- following your guide to the end
- reaching the top of a ladder
- stepping off the wheel of life
- getting there in the end

**Moksha** is the liberation or freedom from the cycle of birth-death-rebirth (samsara). It has Sanskrit roots and literally means the destruction of illusion, the soul's misunderstanding of its real nature as part of the godhead. It is a key concept for Hindus for whom every soul is striving to achieve salvation from the birth-death cycle, and become one with God.

Hindus believe that much of life is about seeking out the kind of advice and guidance which will help them make right choices in life and gather good karma so they can achieve **moksha**. Some Hindus seek answers from holy people, spiritual masters, of the past or present. Some Hindus seek advice from sacred texts which have been written down over thousands of years.

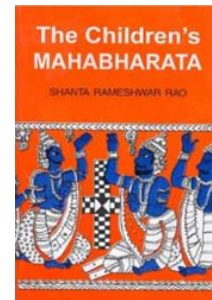
### Hindu sacred texts

Hinduism's sacred books are many and varied. They are divided into two broad groups: the shrutis and the smritis. The oldest shruti texts are the four **Vedas**, written in **Sanskrit**, the language of ancient India. They were passed on orally for hundreds of years before they were written down.

The **Upanishads** (which date from around 600BC) are among Hinduism's most important shruti scriptures; Shruti means 'heard' and indicates texts revealed directly to God by holy men and women. They contain the wisdom passed on between religious teachers (gurus) and

their students about the relationship between Brahman, the great soul, and atman, a person's individual soul, and how the goal in a Hindu's life is for the two souls to merge and become one.

Ordinary Hindus do not usually read the shruti texts; it is priests who study and explain their teachings. More popular for most Hindus are smriti texts: smriti means 'remembered' and indicates advice from holy people. Two such texts are the **Ramayana** and **Mahabharata**. These are written as epic poems: the Mahabharata has over 100,000 verses and is the world's longest poem.



### The Bhagavad Gita

For many Hindus the best loved sacred text is the Bhagavad Gita. In it Hindus believe the different pathways to achieving **moksha** are laid out. The Bhagavad Gita ('The Song of the Lord') is the culmination of the epic Hindu poem the Mahabharata.

The Mahabharata tells of the war between two closely related royal families, the Kauravas and the Pandavas. The Gita details a conversation on the battlefield between the warrior, Arjuna, and his charioteer Krishna, an incarnation of the supreme God, Vishnu.

Arjuna does not want to fight in the war as it may involve killing some of his own

family. Krishna says Arjuna must fight as it is his dharma (duty) as a warrior. During this conversation, Krishna reveals to Arjuna many important spiritual truths, including the different pathways to God, and how a Hindu might achieve **moksha**.

The main message of the Gita is that everyone must do their duty or dharma, without expecting anything in return. It is through unselfish action, and bhakti, or loving devotion to God, that people can reach **moksha**.

For millions of Hindus, the Gita is their favourite sacred text. They may read a few verses every day, consulting it for guidance, comfort and advice.

### **Yogas – spiritual pathways**

A basic understanding of the word is 'to achieve union', or 'to be yoked to another being'. The central idea of the four yogas is a renunciation of self: to keep God in everything you do.

*"True renunciation is giving up all desire for personal reward" Bhagavad Gita, 18:11*

#### Jnana yoga (the discipline of knowledge)

Jnana yoga requires strength of will and intellect. It entails the journey towards seeing yourself and God as one, instead of separate entities. A good analogy to understand what Hindus are striving to achieve through jnana yoga is to consider a glass; we see the space inside and outside a glass as separate. Jnana yoga

seeks to break the glass, and connect the spaces until they are one, just as you should see yourself as one with God.

#### Karma yoga (the discipline of action)

Hindus believe another pathway to God is by controlling your actions and acting only in a selfless way. Karma yoga means living your life for others and not for yourself in everything you do, always keeping God in mind.

#### Bhakti yoga (discipline of devotion)

Bhakti yoga is the most popular form of yoga, and also the most easily carried out. It incorporates the ideas of love, devotion and surrender to God.

*An analogy of surrendering to God could be of the relationship between a mother and either a baby monkey or a kitten. They both surrender themselves to their mother to be carried: a baby monkey clings desperately to its' mothers' stomach so as not to fall, and a kitten must remain limp and lifeless when carried by its scruff.*

Activities included in bhakti yoga are:

- scriptural readings
- chanting
- devotional singing about Gods
- using 'telling' beads

This yoga explains that love should be the pathway to God itself, and not just the destination you are hoping to achieve. Parabhakti means supreme devotion, and

is what most Hindus are striving to achieve through bhakti yoga.



Krishna devotees follow the path of bhakti yoga and express their devotion to Krishna in

chanting and dancing.

### **Some add a fourth yoga:**

#### Raja yoga (discipline of the mind)

Raja yoga incorporates physical exercises and meditations to help an individual achieve mastery of mind and body. The process of raja yoga involves eight distinct and essential stages. Central to this is the principle that our body is a vessel, and must remain strong and healthy for our soul to achieve **moksha**.

### **Janmashtami**

Janmashtami is a celebration of the earthly appearance of Krishna. It is celebrated at home or a mandir (temple). It is a day of deep, spiritual renewal, and marks the end of an old year and the beginning of a fresh, new one. Celebrating Janmashtami is a form of bhakti yoga: showing devotion, love and surrender to God.





## What spiritual pathways to moksha are written about in Hindu scriptures?

### ENGAGE with the idea of different pathways to the same goal

#### End of year expectations

The Y5/6 'I can's' below are to help with assessment. For Y3/4, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit.

**Teacher notes:** As a religion, Hinduism is vast and incredibly diverse, but a key concept is that of **moksha** or gaining liberation from the cycle of birth-death-rebirth (samsara) to which all humanity is attached. Hindus believe every soul strives to achieve release from this cycle and find union with God and talk of different 'yogas' or spiritual pathways to achieve moksha. 'Snakes and Ladders' began as a teaching tool for Hindu children in India. It helped them understand the need to store up good karma (actions) to help their soul make progress in life, to break free from the circle of life and death, and finally achieve union with God.

#### How many different pathways are there to achieve one goal?

Choose one of the following to help children engage with this question:

##### 1. How many different ways are there to eat ..... ?

Show children Cadbury's cream egg advert: *How do you eat your cream egg?* Find a suitable one on the internet. Discuss how different people choose to eat their cream eggs. Make your own picture montage of pupils' eating a chocolate egg.

Ask: What goal are all these different methods aiming to achieve? (i.e. eating the egg)

##### 2. How many different pathways are there to ....?

Show an aerial map /plans of the school and grounds. As a class, decide on the most direct route from your classroom to the hall / school office. Then in pairs, ask them to decide on new pathways which end up at the same place e.g. out of a back door, round a netball court, through the Early Years, in a window.

How many pathways has the class found? Is there a 'best' pathway? Is it best for everyone? Would it bar a disabled pupil? Does the pathway matter if you get there in the end?

*Set one pair secretly to imagine they are 'Superman' and invent a superhero route to report back at the end just for fun!*

**Some alternatives:** write routes from school to a local landmark / Investigate travelling routes in gymnastics / orienteering / Programme a robot to get from square A to B.


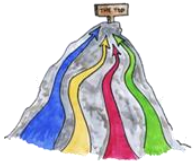



*Please read the introduction to **moksha** on p3-4 to be clear about the underlying ideas for this unit.*

*Alternatively offer everyone a jammy dodger, an Oreo or a bourbon biscuit and ask about different ways of eating these!*

***A** Parkour/freerunning clip could show different ways of moving along the same route (rolling, leaping, vaulting, etc) to get from A to B.*



	<p><b>How does this relate to the Hindu concept of moksha?</b></p> <p>Show children 'Snakes and Ladders'. What is the goal in this game? To get to 100 first so you win. The game was originally developed in India by Hindu teachers to explain how <u>all life is a journey towards one goal: <b>MOKSHA</b>, re-union with God.</u> What the game does <b>not</b> show is the Hindu idea of more than one route to the top!</p>  <p><b>Does it matter which pathway you take to achieve your goal?</b></p>  <p>Show the symbol for this unit. Ask: <i>How many pathways can you see? Which pathway would you take? Why? Does it matter which you take to reach the top?</i></p> <p>If the peak represents being united with God i.e. <b>MOKSHA</b>, what can you infer about how Hindus believe they get there? <i>i.e. many different ways.</i> Introduce the key question for the unit.</p> <p>Ask children to sketch their own version of the symbol and write '<b>MOKSHA</b>' at the peak of the mountain in a unique way (bubble writing, highlighters, dots and lines). Describe in a sentence what the picture says about Hindu belief, and then a question they'd like to ask a Hindu.</p> <p>End with discussion of this Hindu proverb and what it implies about different religions: <b><i>There are hundreds of paths up the mountain, all leading to the same place so the pathway you take does not matter. The only person wasting time is the one who runs around the mountain telling everyone his or her path is wrong.</i></b></p>	<p><b><i>Enjoy but warn about dangers.</i></b></p> <p><b><i>The ladder with the snake is the symbol for the Y3/4 unit on <u>Karma</u>, which explores how 'Snakes and Ladders' taught children how to gain good karma to reach moksha.</i></b></p>
<p><b>ENQUIRE</b> into a dilemma about choosing the right pathway in a Hindu holy book</p>	<p><b>Teacher's notes:</b> <i>The Bhagavad Gita is a key Hindu text in which Krishna (an avatar of Vishnu) has a dialogue with Prince Arjuna, who is facing a big battle. Arjuna must decide whether to fight, possibly killing family members on the other side, or retreat and allow his enemies victory. Krishna says that for Arjuna to achieve moksha, he must follow his dharma (duty) and fight.</i></p> <p><b>What can we tell, and what can we ask, about this image?</b></p> <p>Put up a gallery of 7 or 8 different pictures of Arjuna in his chariot with Krishna as the charioteer. See <b><u>Resources</u></b>.</p> <p>In small groups, start children at one picture with the following questions: <i>What can you see? Who do you think is most important in the chariot? What are the two people doing? Where do you think they are going?</i></p> 	<p><b><i>Avatar means a 'descent' or embodiment of the God Vishnu, coming to earth to defeat evil.</i></b></p>

**5f** I can ask about moral decisions I and others have to make about the rights and wrongs of fighting as a way to solve conflict, referring to Arjuna

**6f** I can discuss some of the benefits and problems of holding strong values and commitments, including religious ones, when fighting 'battles' in life

Move round to look at the other pictures and add to their ideas. Set a time limit.

### What is Arjuna's dilemma?

The image is of a terrible dilemma. What is a dilemma? Give a simple example to aid understanding. Show an image which places the chariot on a battlefield (see **Resources**). Provide this in context:

The two men are going into battle. Prince Arjuna is riding in the chariot. He is preparing to fight for justice, along with loyal members of his family, against people who have cheated them out of their inheritance. It is difficult because some of his relatives are on the other side. He does not want to fight but the family's future is at stake. The charioteer is about to give him some advice.



Choose appropriate 'feelings faces' / words to describe how you think Arjuna feels. Then ask: What do you think the men are saying to each other? What would you like to ask? Write more questions about this new picture if wished.

### What are the arguments for and against fighting? What advice would you give?

Discuss initial responses. Then form a **Conscience Alley** to offer Arjuna advice. Later, give time to express ideas on post it notes, thought bubbles or a letter. See below and **EXPRESS**.

### Who is the charioteer? What did he say?

Focus in on the charioteer, maybe using a focus tool on the whiteboard. Arjuna is a noble prince but the charioteer is greater. His name is Krishna. Before the battle, both sides wanted Krishna on their side. He offered either himself alone or his whole army. Arjuna chose Krishna, saying 'Your counsel is more valuable to me than an entire army'.

On the day of the battle, driving to the battle lines, Arjuna decides he cannot fight. He throws down his weapons. Time seems to 'freeze' as Krishna turns to give some advice / counsel.  
**(Time will freeze for us too as we will find out an answer next lesson!)**

### Do you agree that life is like a battle sometimes? (Discuss and Reflect.)

Explain: The story of Prince Arjuna is from the *Bhagavad Gita*, the *Song of the Lord*. For Hindus it is a sacred text, because in it Krishna, who they see as divine, tells them the right ways to

*The Bhagavad Gita, Song of the Lord, is a much loved Hindu Holy Book, part of the longest poem in the world, the Mahabharata. Comic versions are popular.*

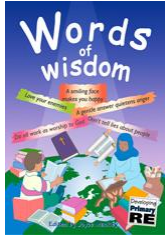

*Try creating the scene with the children as a frozen image to aid thinking.*

*See **Resources** for video clip which may be helpful for the teacher.*

<http://dramaresource.com/drama-strategies/conscience-alley>

*Others also pray for advice in a dilemma e.g. Christians.*

*An old hymn for children looks at the idea of a spiritual battle: 'When a knight won his spurs'.*

	<p><i>live. The battle which Arjuna faces is a <u>metaphor</u> for battles every Hindu has to fight against himself or herself, so many Hindus turn to the Gita for help when they need guidance.</i></p> <p>So what do you think? In your small groups ask: <b>Is life like a battle sometimes?</b></p> <p>Possible questions to help: <i>When do you have to make hard decisions? What stops you doing the right thing? When do you need guidance? Who can help? Should we 'fight' for justice?</i></p> <p>Provide time for personal reflection if possible, maybe writing their own ideas – see above – from Arjuna’s perspective or, if wished, writing their own personal thoughts. An acrostic on the word ‘battle’ might work, for either perspective.</p> <p><b>Alternative lesson:</b> Use ‘Arjuna faces a dilemma’ – advice from the Bhagavad Gita’ in RE Today’s ‘Words of Wisdom’. Provides dilemma cards (What would you want to do? What do you think you ought to do?), prompt cards (What helps you decide?) and quotes from the Bhagavad Gita.</p>	<p><b>Words of Wisdom:</b> <a href="http://shop.retoday.org.uk/9781904024453">http://shop.retoday.org.uk/9781904024453</a></p> 
<p><b>EXPLORE</b></p> <p><b>(1) ideas about different pathways to moksha in Hindu Narrative</b></p> <p><b>5a</b> I can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita</p> <p><b>5b</b> I can use the right religious terms to describe what it might mean for Hindus to follow the different pathways to moksha</p>	<p><b>Teacher’s notes:</b> The Bhagavad Gita comes from the long Hindu ‘epic’ poem, the Mahabharata. Krishna’s advice is like a sermon and includes an explanation of the different yogas, or pathways to moksha. Its teachings are a source of spiritual authority for many Hindus, who turn to it for guidance every day, and express the joy they believe is found with God through Krishna.</p> <p><b>What advice did Krishna give Arjuna and what did he decide to do?</b></p> <p>Review the dilemma. The scene on the battlefield is ‘frozen’. Here is a dilemma for your group! Give small groups the quotations from <b>Appendix 1</b> (enlarged and cut up) and a picture of Krishna revealing himself as God. Sort the passages out into two groups:</p> <ol style="list-style-type: none"> <li>1. What the story says happened (put in order)</li> <li>2. What Krishna said to Arjuna</li> </ol> <p>Which passage do you think links best with the picture?</p> <p>Krishna persuaded Arjuna that it was his duty to fight ... try and work out which words / actions helped Arjuna decide to do this. What do you think about what happened?</p> <p><b>How do Hindus use Krishna’s teaching in the Bhagavad Gita help them in life?</b></p>	<p><b>Find pictures here (scroll down) or on other websites:</b> <a href="http://www.bhagavad-gita.us/the-bhagavad-gita-in-pictures/">http://www.bhagavad-gita.us/the-bhagavad-gita-in-pictures/</a></p> <p><b>Quotations in Appendix 1 came from here the following book:</b></p> 



**5e** I can ask if being really devoted to something gives life meaning and purpose, suggesting my own answers and those a Hindu might give

**6e** I can compare my own analogies for ways of seeing life, with those of others, including a Hindu idea about 'life as a roundabout'

People always need advice in life. Many Hindus read from the Gita every day for guidance, comfort and advice in the dilemmas of life. For example, what if you read this?

“With Krishna on our side, armed or unarmed, we have nothing to fear”.

Did it help Arjuna? How might it help a Hindu today? Is it good advice for everyone?

More importantly, the Bhagavad Gita sets out the different spiritual pathways Hindus believe will take them to moksha or to union with God.

**What analogy can help explain a Hindu view of life?**

For Hindus, life is a bit like this...I wonder if you agree or can think of another analogy for life.

*You are in a car. You drive on to a roundabout and just for fun you go round again and maybe once or twice more. Some drivers do it because they are lost! But whatever the reason, if you kept going round and round, it would stop being fun after a while and you would want to take an exit and go on with your journey.*

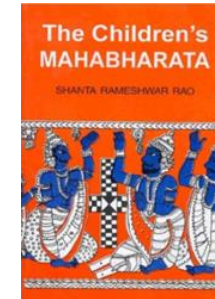
Hindus believe that humans are all in a cycle of birth, death and rebirth. Your body dies but your real self continues in another body until eventually you need to find a way out – moksha, becoming one with God. Choosing a pathway is like coming off the roundabout.

**Which pathway to moksha would suit which person?**

Display the titles of the different pathways as below in column 1 e.g. on different sides of the room. Each child draw a lolly stick with one of the characteristics in column 2.

Decide which pathway would suit someone with your characteristic and go and stand there. Check the characteristics of others gathered there. Do you all agree you are in the right place?

<b>Bhakti – Pathway of loving devotion to God</b>	<ul style="list-style-type: none"> <li>You like to give things to those you love.</li> <li>You are aware of your feelings and like to show them.</li> <li>You enjoy expressing your feelings in dance, art or singing.</li> </ul>
<b>Karma – Pathway of good, selfless actions</b>	<ul style="list-style-type: none"> <li>You are active and like to work hard, even without a reward.</li> <li>You want to look after your family and the community.</li> <li>You can see God / good in other people.</li> </ul>
<b>Jnana - Pathway of knowledge &amp; study</b>	<ul style="list-style-type: none"> <li>You love knowing things and finding out more.</li> <li>You like to study books and think about the words.</li> <li>You enjoy thinking hard about things.</li> </ul>



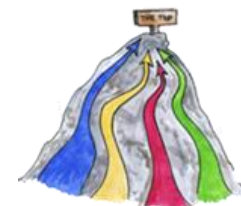
**Background on the 4 pathways –**

<http://iskconeducationalservices.org/HoH/practice/>

<http://history-of-hinduism.blogspot.co.uk/2013/08/4-paths-to-liberation.html>

**Be aware that the area of YOGA and its spiritual connections can be controversial in schools. Explain carefully, be sensitive to reactions and ready for parental comment.**

	<p><b>Raja - Pathway of yoga &amp; meditation</b></p>	<ul style="list-style-type: none"> <li>• You can still your mind and be quiet and reflective.</li> <li>• You enjoy learning to control your body and hold yourself still.</li> <li>• You can be patient even if a task takes a long time.</li> </ul>	
<p><b>EXPLORE</b> <b>(2) bhakti yoga as a pathway to moksha in Hindu Community Practice</b></p> <p><i>6a I can make links between some key Hindu beliefs about different pathways to the divine</i></p>	<p>Each pathway is known as a YOGA; this is one of the meanings of the word 'yoga'. It can also mean to be 'united with God'. In the UK, yoga is seen as a form of exercise but its origin is as a spiritual pathway to link someone with God. <i>Some people are happy about this connection, others aren't and many don't realise there is any link.</i></p> <p>With your group, invent a symbol to represent your pathway / yoga. Draw it on a sheet of paper and pin by your title. Go round and look at everyone else's work. When asked, go and stand by the path you think would suit you, if you were a Hindu. Talk to others about why you made this decision.</p> <p>Return to your place and on / around your mountain diagram, add names of the different pathways Krishna outlined to Arjuna. Write about at least one pathway and explain the symbol for it that your class invented.</p> <p><b>Would it be helpful to have different pathways to choose in life? (plenary)</b></p> <p>Have a class vote for/against simply by going to different sides of the room. Take reasons.</p> <p><b>Teacher's notes:</b> <i>In the UK, the celebration of Janmashtami at Bhaktivedanta Manor, the UK centre of ISKCON, attracts thousands of worshippers annually; Janmashtami is a festival celebrating the earthly appearance of Krishna i.e. his birthday. It is a good illustration of Bhakti Yoga with its celebration and praise of Krishna and its focus on showing devotion.</i></p> <p><b>PREPARATION:</b> You need to provide each table with their own challenge. Write instructions for the activities below, allowing for your own resources and what is available for research.</p> <ol style="list-style-type: none"> <li>1. Draw round a child in your group and dress the outline as Krishna. Investigate what you need by looking at Krishna pictures and exploring crafts from Hindu parents entering their children for dressing-up competitions e.g. how to make crowns, flute, peacock feather etc.</li> <li>2. As above but dress the outline as Radha, Krishna's wife.</li> <li>3. Make a diorama of the story of Krishna's birth. Check out how to make a simple diorama. Provide an account of the story – see <b>Resources</b> – for children to refer to.</li> </ol>	<p><b>'Hare Krishna' or ISKCON, the International Society of Krishna Consciousness is well-known</b> <a href="http://www.iskcon.org/">http://www.iskcon.org/</a></p> <p><b>Easy triangular diorama:</b> <a href="https://education.scholastic.co.uk/resources/171480">https://education.scholastic.co.uk/resources/171480</a></p> <p><b>Hindu parents craft ideas for Janmashtami:</b></p>	



and the texts or other sources which teach about them

**6b** I can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Krishna and follow the Bhakti pathway

4. Make a diorama of the baby Krishna being carried to safety across the river. As 3 above
5. Make a swing or cradle for the baby Krishna and write instructions on how to use. Find pictures.
6. Recount Krishna's birth, dressing up and acting as it is read e.g. from *Amma tell me about Krishna* (see **Resources**.)



<http://www.mylittlemoppet.com/12-krishna-janmashtami-activities-for-kids/>

### Which spiritual pathway is practised most in the Hindu community?

Review the names of the spiritual pathways (yogas) from last lesson.

Most Hindus find Bhakti yoga most accessible. Many direct their devotion to Krishna; they believe that if they focus their love and devotion on him and **surrender** to his love and teaching, he will be their route to the unending bliss of **moksha**.

Uncover a small tray with the following on: leaf, flower, fruit, water. Krishna devotees take seriously his words in the Bhagavad Gita:

**If one offers Me with love and devotion a leaf,  
a flower, fruit or water, I will accept it. Bhagavad Gita 9.26**

*Synopsis from Hindu commentator: Even the poorest or simplest person can follow this route to moksha. Anyone can become a pure devotee of the Lord. Krishna wants only loving service and nothing more. Even a leaf or a little water or fruit can be offered to the Supreme Lord in genuine love and the Lord will be pleased to accept it. He is not in need of anything from anyone, and yet He accepts the offering of His devotee in an exchange of love and affection.*

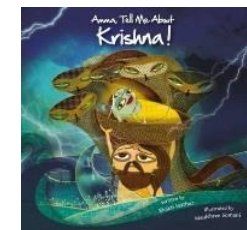
**Bhagavad Gita online with commentary:**  
<http://www.bhagavad-gita.us/bhagavad-gita-9-26/>

**Circumambulation – walking round a holy place, or object.**

### What are some examples of showing devotion?

Watch a brief clip of a Hindu girl going to worship Krishna at her temple or mandir, which is dedicated to Radha / Krishna.

<http://www.bbc.co.uk/education/clips/zh734wx> (1.41)



Watch the clip again and see if you can spot some of these ways to express devotion to a deity.

- |                                    |   |
|------------------------------------|---|
| • listening to scriptures/ stories | • circumambulation of the shrine or deity |
| • singing devotional songs         | • ritual worship, like arti or puja       |

- |                                     |   |
|-------------------------------------|---|
| • chanting God's name               | • prostrating before the image of one's deity |
| • meditating on God's name or image | • offering gifts of food, water, flowers      |
| • caring for the images             | • visiting the deities                        |

**How do some Hindu children get ready to celebrate and show their devotion to Krishna?**

Look at the photo. This boy has won a competition for dressing up as Krishna. The competition happens every year at Janmashtami, Krishna's birthday.



Give out envelopes to each table with their task. These are things Hindu children may do to get ready for Janmashtami, Krishna's birthday. You may want to read the child's eye view below now as well as later.

These tasks will take some time; they may be shared part-finished and completed as part of **EXPRESS**. When ready to share, draw the class together. Read this child's eye view of Janmashtami and stop and share the class' own work as you read relevant bits.

**I love Janmashtami. It is Krishna's birthday. I show my love for Krishna by helping to decorate at home with tinsel, lights and fresh leaves around the Krishna image in our shrine.**

**This year my sister and I made models of stories of Krishna's life to take to the temple. I love it there because it is crowded and we stay up till midnight. Sometimes we watch plays about Krishna and some people dance in love and praise of Krishna. Even the little children are all dressed up as Krishna or Radha; I still like to dress up too.**

**At midnight, the priest draws back a curtain and behind it is a swinging cradle with the baby Krishna. We all go and pull the cord which rocks Krishna's cradle. We perform arti and offer prayers and presents to Krishna. We share prashad – blessed food. There are lots of sweet things made with Krishna's favourites, milk and butter.**



*A collection of photos of happenings at Janmashtami Bhaktivedanta Manor and some video clips of different events at the festival would help:*  
<http://www.dandavats.com/?p=30836>

*New clips and photos are added to the internet each year.*



	<p><b>Some years we go to Bhaktivedanta Manor, a big Krishna centre, where many thousands of Hindus come for Krishna's birthday. It is exciting. Maybe you can find photos of this.</b></p> <p><b>Why is it so important for these Hindus to show Krishna love and devotion? (plenary)</b></p> <p>Bring the focus back round to moksha: <u>Why</u> are these Hindu families devoted to Krishna?</p>	
<p><b>EXPLORE</b> <b>(3)</b></p> <p><b>following the pathway of love and devotion as part of Hindu Living</b></p> <p><i>5c I can show how Hindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why</i></p> <p><i>5d I can ask questions about what it means to belong to a group who are devoted to something and refer to 'devotees' I know and devotees of Krishna</i></p> <p><i>6c I can express religious ideas about Krishna in a</i></p>	<p><b>Teacher's note:</b> Many Hindu scriptures started as oral traditions and hearing them being read or recited is still popular. Telling stories of the child Krishna, from the PURANAS, is very common and many children know them well. Hindus choose the way they think of God and some find it easier to love God in the form of a child, even one, like Krishna, portrayed as strong, charming and infuriatingly wilful.</p> <p><b>How do Hindu children hear the stories of Krishna's childhood?</b></p> <p>Ask the class to list different ways we can pass on information e.g. books, films, stories, etc. Explain that Hindus have many holy books, rather than just one. Which religions have just one holy book? E.g. Christianity, Sikhism, Islam.</p> <p>Traditionally many Hindu children hear religious stories from their parents or grandparents, rather than reading holy books. They may see stories in puppet plays, in dances, in comics or brightly coloured pictures. From the stories they learn a lot about God and about life.</p> <p>Stories of Krishna <b>as a child</b> are especially popular. I wonder why? What do you think?</p> <p><i>A brief clip from 'Life of Pi' shows a Hindu child hearing the story below from his mum, and reading it in a comic.</i></p> <p><b>What might this story be about?</b></p>	<p><b>Puranas – Hindu holy Scriptures</b></p> <p><i>Try a brief clip from 'Life of Pi' of a Hindu child hearing about Krishna.</i></p> <p><b>Krishna (The Popular Hero) - Amar Chitra Katha Comics</b></p> <p><b><u>An alternative is to do work based on The Childhood of Krishna: Animated World Faiths (see Resources)</u></b></p>



*style of art, craft or storytelling used by Hindus, explaining what I am trying to convey*

**6d** *I can ask about the diverse groups people belong to in society, as a result of heritage, choice or beliefs, and assess the challenges of joining Hare Krishna (ISKCON)*

You could 'unpack' a picture of the story first (see the internet), asking children to sort various images of Krishna's mouth from strongest visual representation to the weakest, and justify their thoughts. Any ideas about the story itself.

**OR** watch a Hare Krishna child tell the story next to his diorama - *Mother Yashoda sees the entire universe in baby Krishna's lotus mouth*. This is not in English but obviously an important story, which the boy knows well. Available online.



### **What do Hindus learn from the story of Krishna eating dirt?**

The story is told here: <http://ompage.net/ChristKrishna/krishna.htm>

Ask: Why is Krishna's mother so overwhelmed? Why does she feel fear and confusion? What does this tell us about Krishna and his power? How is Krishna viewed by Hindus? Does this story make them feel more or less devoted to Krishna?

Questioning challenge: each child writes a question to Krishna's mother on a post it note. Stick these on the board. Retrieve a question somebody else has written and try to answer it.

### **What ways are there to pass on this story? See EXPRESS.**

Encourage children to respond to the story in traditional ways. Aim to continue the discussion of what Hindus learn from the story and how it might affect their sense of devotion to Krishna.

- Tell the stories using stick puppets and with your own simple scripts.
- Look at the style of Hindu representations of your story and paint your own in a limited colour palette, possibly shades of blue.
- Tell the story using drama or mime, maybe with a narrator.
- Use a card mask and work out how to picture the universe behind the mask's mouth.

### **Do you think this story helps Hindus feel more or less devoted to God?**

Stand in a line. Imagine it stretches from strongly agree to completely disagree. Children should place themselves on the line in response to this question:


**This story makes Hindus feel more devoted to Krishna in their lives.**


### **How do we show devotion in our lives? (possible plenary)**

**Two other good stories to investigate:**  
**Krishna and Sudama / Krishna steals butter**

**Watch a video of Krishna eating the butter, and note rituals for Janmashtami:**

<http://www.bbc.co.uk/education/clips/zpdw6sg>

	<p>Ask children who they are devoted to (parents, siblings, friends etc).</p> <p>What would you include in a shrine to that person? What stories would you tell about them? Can you think of any rituals to celebrate your devotion to them? If you could pick <u>one</u> object to represent your person, what would it be and why?</p> <p><b>An alternative approach to this session:</b></p> <p>Investigate the life of children at Bhaktivedanta Manor School. Compare their life with your own lives at home and at school. How does following the pathway of love and devotion (bhakti yoga) i.e. being a devotee of Krishna, influence them?</p> <p>Explore the school's mission and vision for three different ways the school celebrates the life of Krishna. <a href="http://bhaktivedantamanorschool.co.uk/vision-mission/">http://bhaktivedantamanorschool.co.uk/vision-mission/</a></p>	 <p><b>Bhaktivedanta Manor School:</b> <a href="http://school.bhaktivedantamanor.co.uk/">http://school.bhaktivedantamanor.co.uk/</a></p>
<p><b>EVALUATE</b> what pupils have learnt about Hindu belief in different pathways to Moksha</p>	<p><b>Teacher's note:</b> Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the Quick Quiz on p.18.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Encourage discussion to construct an answer together.</li> <li>• Ask children to self-assess e.g. using traffic light colours, and explain their progress</li> <li>• Use the KS2 SOLO taxonomy hexagons in groups or individually.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.19 <b>OR</b> an Assessment framework in use in your school.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul>	<p><b>See 'Assessing RE in your school' below for decisions on how and what to assess.</b></p> <p><b>NB Different schools have different requirements. Check with your RE Subject Leader.</b></p> <p><b>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for use.</b></p> <p><b>A4 symbols on flash drive. Children can</b></p>

	 <p><b>Using the symbols:</b> Look at the pathways picture on the front of the unit. Is this a good symbol for Hindu beliefs about moksha – how could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Hindu belief we have learnt about?</p>	<p><i>use symbols from each unit to remind them of key beliefs in each religion.</i></p>
<p><b>EXPRESS</b> your RE learning so it can be shared with others</p>	<p><i><b>Teacher's note:</b> You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</i></p> <p><b>Here are some more ways you might share your learning with others:</b></p> <p><b>MOUNTAIN TOP</b> – Display your mountain top symbols with their explanations.</p> <p><b>LETTERS TO ARJUNA</b> - Write suggestions for Arjuna with regard to his duty and display around images of the chariot on the battlefield (in envelopes) for others to look at.</p> <p><b>LIFE LIKE A BATTLE?</b> Create a display or large scrap book of own ideas on this topic.</p> <p><b>JANMASHTAMI</b> – Create a display of your dioramas, swinging cradles, Krishna and Radha collages. Create a video of your storytelling or drama. Invite someone to come and see all your work and explain what you have learnt.</p> <p><b>UNIVERSE in a MOUTH</b> – Create an absolutely giant mouth with everyone creating bits of the universe to put inside. Write your learning all around Krishna's lips.</p> <p><b>INTERVIEW</b> a Hindu visitor to ask about different pathways to moksha. Plan questions initially in small groups and then reduce the questions to the best ten. Children should demonstrate their knowledge and understanding in the quality of questions, using vocabulary and information gleaned in the unit so far. Begin by showing your visitor all the work you have done!</p>	<p><i><b>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</b></i></p> <p><i><b>Hindu visitors in school – try local interfaith groups e.g. the East of England's Faith Agency - <a href="http://www.eefa.net/">http://www.eefa.net/</a></b></i></p>



**Appendix 1:** Adapted from a version in reported speech in “The Children’s Mahabharata” – S.R.Rao (p.278-280)

<p><b>Krishna spoke wise and gentle words to his friend upon that field of battle, cheering and encouraging him and giving him heart. ... (1)</b></p>	<p><b>He spoke to Arjuna of many things, of life and death... and of the three paths by which men may reach God, for all may reach God, no matter who or what they are (2)</b></p>	<p><b>There are endless roads that lead to me, but three are best known – the path of meditation and yoga, the path of duty and the path of love. (3)</b></p>
<p><b>Each may choose his own path to God, according to his nature. (4)</b></p>	<p><b>For most people the way to God lies in the path of duty; they must work and in their work find God. (5)</b></p>	<p><b>You are a warrior; your duty is to fight for righteousness, whatever the consequences. The time for doubt is gone; now is the time for action. (6)</b></p>
<p><b>When you act, do so without the desire or hope of reward or glory or even success. Right action is free from all desires – even the desire for success. (7)</b></p>	<p><b>I am eternal, for I was never born; neither will I ever die. I exist everywhere in all things, and all things exist in me. (8)</b></p>	<p><b>It came to Arjuna like the dawning of light upon darkness that here was no small mortal who sat beside him, but God himself. He began to long to see God in all his glory. (9)</b></p>
<p><b>Then Krishna revealed himself to his friend. And Arjuna saw the heavenly vision and was struck with amazement and fear for the vision was as limitless as the universe itself. (10)</b></p>	<p><b>Arjuna felt breathless as if he was a speck of dust and less than that, drowning in a vast endless sea. Fear seized him...and he cried out to Krishna for help. Krishna returned to his human form and the vision ceased. (11)</b></p>	<p><b>All was as it had been before everywhere except in Arjuna’s heart... he had seen with the eyes of wisdom. He joined his hands and worshipped Krishna. Then with new spirit surging through him, he took up his arms again. (12)</b></p>

# Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

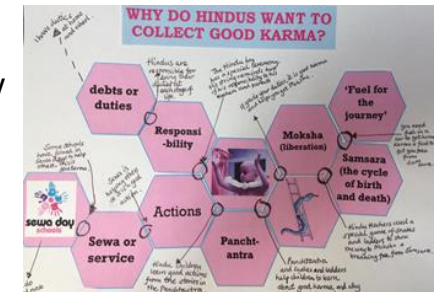
Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

## If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



<b>Beginning:</b> Discusses concept in own life	Q1 Think of a goal in your life. What different pathways are there to it?
<b>Developing:</b> Draws on the lesson material	Q2 How do Hindus show devotion to Krishna? Why do they do this?
<b>Expected:</b> Applies concept / answers key question	<b>Q3 What spiritual pathways to Moksha are written about in Hindu scriptures?</b>
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 Are there always different ways to do the same thing? What do you think?

**If you want to assess pupils against end of year expectations for RE, you could:**

**Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	<b>3a</b> I can describe some things Hindus might learn from a story about Krishna	<b>3b</b> I can describe how Hindus want to find a pathway to God but choose different ones	<b>3c</b> I can describe, in religious words, beliefs shown in an image of Krishna and Arjuna	<b>3d</b> I can recognise things which influence what I think about the goal of life and what influences a Hindu	<b>3e</b> I can ask good questions about life, and communicate some answers, after hearing a story about Krishna	<b>3f</b> I can link an important goal in life for me with the way I choose to think and behave
Y4	<b>4a</b> I can describe what a Hindu might learn about the nature of God from stories of Krishna as a child	<b>4b</b> I can describe things which Hindus do to show devotion to Krishna, some the same, some different	<b>4c</b> I can describe ways Hindus offer worship to Krishna using the words: devotion, dance, chant, offering	<b>4d</b> I can compare some of the things that influence me with the idea that the Bhagavad Gita influences Hindus	<b>4e</b> I can ask questions about whether life has a destination and compare my ideas with others, including Hindus	<b>4f</b> I can link my ideas of things it is important for me and others to 'fight' for with how I think and behave
Y5	<b>5a</b> I can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita	<b>5b</b> I can use the right religious terms to describe what it might mean for Hindus to follow the different pathways to moksha	<b>5c</b> I can show how Hindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why	<b>5d</b> I can ask questions about what it means to belong to a group who are devoted to something and refer to 'devotees' I know and devotees of Krishna	<b>5e</b> I can ask if being really devoted to something gives life meaning and purpose, suggesting my own answers and those a Hindu might give	<b>5f</b> I can ask about moral decisions I and others have to make about the rights and wrongs of fighting as a way to solve conflict, referring to Arjuna
Y6	<b>6a</b> I can make links between some key Hindu beliefs about different pathways to the divine and the texts or other sources which teach about them	<b>6b</b> I can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Krishna and follow the Bhakti pathway	<b>6c</b> I can express religious ideas about Krishna in a style of art, craft or storytelling used by Hindus, explaining what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society, as a result of heritage, choice or beliefs, and assess the challenges of joining Hare Krishna (ISKCON)	<b>6e</b> I can compare my own analogies for ways of seeing life, with those of others, including a Hindu idea about 'life as a roundabout'	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments, including religious ones, when fighting 'battles' in life

# Resources for this enquiry:

Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them.

## Teacher Resources

- Hinduism: a very short introduction - Kim Knott- Oxford University Press
- Explaining Hindu Dharma: A Guide for Teachers –Nawal K. Prinja
- Useful glossary <http://www.hinduacademy.org/schools/glossary.htm>
- Hinduism for Schools <http://www.hinduacademy.org/schools/ks1-3.htm>
- RE on-line website <http://www.reonline.org.uk/knowning/what-re/hinduism/>

## Books

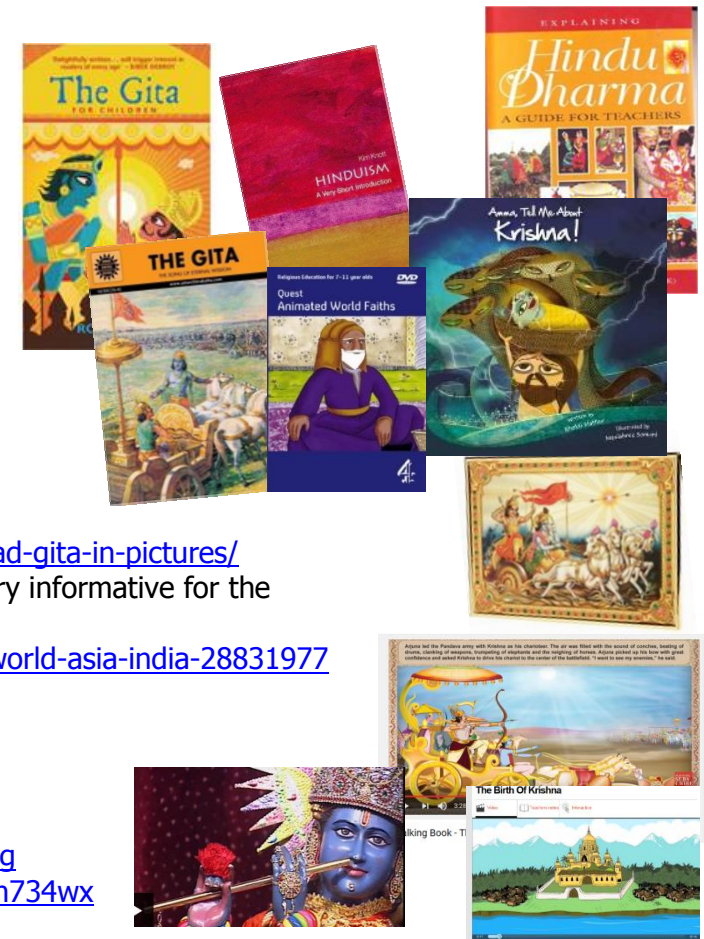
- The Children’s Mahabharata, Shanta Rameshwar Rao (currently out of print)
- The Gita for children – Roopa Pai (2015)
- The Gita (comic) –try Amazon for all Amar Chitra comics but also downloadable
- Amma, Tell me about Krishna! – Bhakti Mathur (Anjana pubs 2015)

## Artefacts / pictures

- Variety of images of Krishna and Arjuna: <http://www.bhagavad-gita.us/the-bhagavad-gita-in-pictures/>
- The Talking Book – Bhagavad Gita (online) not easy but clips might work and it is very informative for the teacher (15 mins)
- In pictures: Hindus celebrate Krishna’s birthday (BBC) <http://www.bbc.co.uk/news/world-asia-india-28831977>

## Video / DVD

- Quest: Animated World Faiths – The Childhood of Krishna (can be found online)
- Janmashtami and Dahi-handi (butter reaching) (3.14) <http://www.bbc.co.uk/education/clips/zpdw6sg>
- Puja - a form of Hindu worship (2.04) <http://www.bbc.co.uk/education/clips/zhdw6sg>
- Worship in a Hindu Temple - Krishna (1.41) <http://www.bbc.co.uk/education/clips/zh734wx>
- Birth of Krishna (6.30) <https://www.truetube.co.uk/film/birth-krishna>



The initial ideas for this unit were worked on by Jade Adams and Gemma Kingston (St Mary’s CE Primary Academy) at the Emmanuel Project days, in consultation with the Hindu community, and revised by Helen Matter (Diocesan Schools’ Adviser) in 2019. Thank you all for your hard work.