



Subject Overview 2018-2019 for: ___Philosophy, Religion and Ethics_(PRE)_____

Subject Leader: ___Mrs Shusma Makwana_____

PRE follows the curriculum provided by the Trust. The Planning, resources and overview can be found in the Teacher Resources drive under ‘Philosophy, Religion and Ethics’.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn term 1 first half	<p>Theme: Empathy Sharing and Kindness</p> <p>Unit descriptor: In this unit children will learn how characters in stories share as act of kindness. They will be introduced to Krishna and his brother Balram. The children will explore the concept of God being present in a deity form and worship. They will also learn about the practical aspect of looking after class deities and temple etiquettes. Children will</p>	<p>Theme: Empathy How does Krishna feel?</p> <p>Unit descriptor: In this unit, exploring Krishna’s damodara-lila and govardhana-lila, children will learn to identify different feelings, recognizing the nature and physical features of positive and negative feelings (knowing how a feeling feels). Through the use of engaging drama and arts activities, they should be guided into recognizing sensual stimuli and</p>	<p>Theme: Empathy I care...for others</p> <p>Unit descriptor: Children will learn to identify different feelings, using more complex and varied language to talk about feelings. Through the use of engaging drama and arts activities and with the use of stories from secular and religious texts, they should be guided into recognizing situations, which give rise to different feelings and that humans have different feelings in the same</p>	<p>Theme: Don’t worry...be happy</p> <p>Unit descriptor: Pupils will explore the meaning of happiness and discuss how humans find happiness. They will also research and find out how people celebrate (from different cultures and religious traditions). Teachers will help pupils unpick the difference between material objects of happiness and spiritual happiness (including meaningful connections with friends and family).</p>	<p>Theme: Self</p> <p>Unit descriptor: Pupils will explore the meaning of self and further their understanding of the difference between the spirit self (soul) and material self (body). They will learn the meaning of key terms and language related to self, including atman, paramatma.</p> <p><i>Pupils will develop their understanding of self from ks1 when they explored the notion of feelings and needs (largely from a material sense). Now they will begin to explore the idea of spirit self, atman, and that in hindu traditions the spirit is the self and the material body a transient vessel.</i></p>	<p>Theme: Creation and Destruction</p> <p>Unit Descriptor Pupils will learn about the various creation stories from Hindu and Christian perspectives. In particular, pupils will discover how Krishna appears as the three different Vishnu forms to facilitate creation, and the roles of Shiva and Brahma. This is an interesting unit inspiring deep questioning and an opportunity to consider questions about the meaning and purpose of life and our existence. Pupils will also explore real life and contemporary examples of birth and death, creation and destruction (environmental issues, natural and man made disasters).</p>	<p>Theme: Critical and philosophical thinking</p> <p>Unit descriptor This unit provides focused opportunity for critical thinking (which pervades the entire curriculum); students have opportunity to explore why critical thinking, personal insight and personal autonomy are important and their relation to religious and non-religious conviction. Students also meet common forms of fallacy, with a view to help develop good logic and reasoning skills. Students are briefly introduced to the idea of philosophical (ontological) truth and moral truth, largely as a precursor to the next unit on Bhagavad-gita. This unit (6.1) also prepares</p>



	<p>learn about festivals from different traditions.</p> <p>Outcomes: Recognise and distinguish the characters showing kindness and sharing. Explain how they can show kindness to others. Understand the concept of deity worship. Understand deity worship and through practical experience. understand God wants our love.</p>	<p>other situations that give rise to different feelings.</p> <p>Outcomes: Recognize and distinguish different feelings (including happy and upset/angry) exhibited by Krishna and other main characters (yashoda and indra in particular) during the damodara-lila (the butter thief) and govardhan-lila (miraculous gopal).</p> <p>Explain and give examples of different feelings related to sensual stimuli.</p> <p>Understand the feelings of characters in stories.</p>	<p>situation. Children should have the opportunity to talk about their own real life situations before exploring situations in stories.</p> <p><i>This unit follows on from year 1 autumn 1. Stories should be different and more complex so that richer dialogue can be achieved. The idea is to develop language associated with feelings and needs.</i></p> <p>Outcomes: Recognize and distinguish different feelings (pleasant).</p> <p>Explain and give examples of different feelings related to sensual stimuli.</p> <p>Understand the feelings of characters in stories.</p>	<p><i>From year 3, the focus moves away from explicit learning and teaching of values to a more philosophical and dialogic approach. Increasingly pupils will be taught how to ask deep questions, explore, research, become critical thinkers with the language and the necessary knowledge to analyse, evaluate and synthesize.</i></p> <p><i>Pupils will build on their knowledge of emotions and use appropriate language to discuss feelings and needs – drawing from ks1 learning and experiences.</i></p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know and analyse the meaning of happiness, as relevant to them.</p> <p>Understand the</p>	<p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know and understand the difference between the material and spiritual view of self.</p> <p>Know and understand the relationship between the spiritual self and god, especially god in the form of paramatman (the witness and companion).</p> <p>Explore relevant examples in order to deepen their understanding of the self, including the difference between a living and dead body, and trying to identify where within the body the self actually resides.</p> <p>Are able to explain in their own words the notion of spirit self and the unifying relationship between all spirit selves and god and how this impacts on the way we treat one another and accept material differences (e.g. Colour of skin, gender etc.).</p>	<p>Pupils will need a good understanding of self as spiritual being; they will also need to have discussed issues of life and death from Year 4; they will need to understand what philosophy and theology means and show respect for different perspectives</p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they: Describe the creation stories from Hindu and Christian perspectives, including the reasons for why the material creation occurred. Know and be able to explain how Krishna appears as the three different Vishnu forms to facilitate creation, and the appearance and roles of Shiva and Brahma. Explain the meaning and significance of these stories, especially followers of the faith (meaning and purpose of life). Explore and evaluate what differences might exist between what we accept as fact and beliefs which require faith. Explore the role of faith and authority in the process of knowing things beyond our sense perception. Articulate their own responses to these</p>	<p>students for thinking about their respective futures (Summer Term) and for Unit 7.1 at the start of the secondary phase.</p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they: Know, understand and appreciate the importance of critical thinking, philosophical thinking and personal insight (e.g. in their own lives). Understand (very simply) the difference between moral truth and other forms of truth.</p> <p>Know and understand some common logical fallacies. Evaluate forms of argumentation, as by identifying fallacies in speech, written articles and so on. Analyse, Synthesise and Evaluate by presenting, justifying and defending a sound argument for a particular moral or philosophical standpoint.</p>
--	--	---	--	--	--	--	--



				<p>difference between what is meant by ‘spiritual happiness’ and ‘material happiness’.</p> <p>Explore the similarities and differences between material and spiritual happiness, using appropriate examples.</p> <p>Consider how kind relationships contribute to individual and community happiness.</p> <p>Understand how different religious communities celebrate events in their faith calendars as expressions of happiness.</p>	<p>Analyse the chaitanya vision of the self i.e. Oneness and difference.</p>	<p>stories and to environmental issues which display creation, maintenance and destruction.</p>	
<p>Autumn term 2 second half</p>	<p>Theme: Self discipline Unit descriptor: Children identify who srila Prabhupada is and understand who a Guru is. Children will read stories that show who the different Gods are and the God in change of them all. Through stories children</p>	<p>Theme: Self-discipline Can i see with my eyes closed? Unit descriptor: Children will learn how to develop focused attention through mantra meditation and visualisation. They will use the resultant focused</p>	<p>Theme: Self-discipline Food glorious food! Unit descriptor: Children will investigate food in different cultures. They will develop their understanding of choice and healthy living through the topic of</p>	<p>Theme: Communicating with the divine Unit descriptor: Pupils will learn about the meaning of prayer. They will focus in more depth on the power and meaning of meditation (exploring the similarities and differences of</p>	<p>Theme: What happens when you die? Unit descriptor: In this unit there are two aspects: Pupils will explore the meaning of suffering and compassion. They will explore the concepts of karma, moksha (2 types) and samsara within the chaitanya tradition and be able to compare this with</p>	<p>Theme: Creation and destruction symbols: their significance and meaning. Unit descriptor: Pupils will learn what symbols are and how they are used in human life, as both indicators of belief, as expression of experience and material form (through arts) and as mediator to other forms of reality (for example, language is a symbol for reality...the word table indicates what the object is,</p>	<p>Theme: Bhagavad Gita study Unit descriptor: This unit provides opportunity for systematic study of the Gita, as both a philosophical text and as a response to a moral dilemma. This is an opportunity to consolidate knowledge and understanding of the main</p>



	<p>will explore how demigods who became proud learnt their lessons. Children will understand Krishna is present in his name. children will learn through stories how characters showed the importance of sharing.</p> <p>Outcome: At the end of this unit the children will have an understanding of who a Guru is and the importance of Sri Prabhupada to the school. Understand that Krishna and his name are not different. Develop knowledge of the relationship between demi god and God. Understand and discuss festivals such as Diwali, Goverdhan, Christmas.</p>	<p>attitude to attempt tasks which require concentration and resilience. Pupils will learn through stories and role play about the need for balance and the value of a disciplined attitude to activities in their lives, as exemplified by 5 year old dhruva. Teachers should use the children’s experiences as the starting point for exploring these concepts. They should also understand the meaning behind the golden expectations/school rules.</p> <p>Outcomes: Know the story of dhruva (prince and the polestar). Understand and be able to discuss, using the example of dhruva, the value of applying oneself to all endeavours,</p>	<p>food and eating habits. There will be some emphasis of their developing good eating practices within the school they will also have opportunity to discuss why the school serves only vegetarian meals.</p> <p>Outcomes: Explore and research how different cultures ‘use’ food in their cultural traditions (to include vaishnava and two others related to the cultural makeup of the class) Develop vocabulary in relationship to various ‘tastes’ e.g. Sweet, bitter, sour, hot, spicy etc. Discuss the reasons for and against vegetarianism and to understand why vaishnavas choose to be vegetarians, including reasons of</p>	<p>chanting the maha mantra with chants from other traditions e.g. Hail mary) as an individual and collective practice. They will ask questions about the nature of the divine: e.g. How can we make contact with Krishna? Does he listen? How do we know? This will lead to a knowing about deities and the process of serving them in the hindu tradition, particularly those related to Krishna in the chaitanya tradition.</p> <p><i>Pupils will become more reflective about their own spiritual practice in chanting, for example. This was introduced in ks1 and is part of the life of the school in terms of collective worship.</i></p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate</p>	<p>how these same terms are used in buddhism. They will learn about the life of buddha (from the bhagavatam and from buddhist texts) and the about the concept of nirvana.</p> <p>Pupils will also explore the meaning of death from the vaishnava and one abrahamic religious tradition, comparing for example the notion of a permanent heaven and hell in christianity and the multiple temporal planets and spiritual realms in hinduism. They will be taught how to construct arguments to debate philosophically and critically so that pupils can explore the question: why do bad things happen to good people? And explore the question ‘what happens when you die?’ in a safe, caring and empathic class context.</p> <p><i>Pupils will extend their knowledge of spirit self to examine in more detail the nature of suffering and compassion and ask the questions: what happens when you die? Learning</i></p>	<p>although it is not the same thing). Pupils will explore a variety of symbols from different religions. They will need to know about Krishnas material energy and His spiritual energy to be able to further understand about the importance of deities and symbols in the Vaishnava tradition, in particular that Krishna as a word is non-different from the all-attractive Divine form of Krishna.</p> <p><i>Pupils will draw from their understanding of the main religious world traditions explored in previous Units.</i></p> <p>Outcomes: At the end of this unit, pupils will be able to: Define the term symbol and be able to give examples of the significance of symbols in various human contexts, both religious and secular (for example the pyramid shape is used in several powerful organisations (even on the Dollar Bill!)) Identify and express the symbols that are important to</p>	<p>Hindu concepts. Also, to grasp a broad framework for the Gita, in terms of its setting, structure, progression, content and key themes. One key theme, in response to the human condition, is the desire to enjoy and the tendency to reject or renounce (as a way-in to the four ashrams in Summer 1). Pupils will explore the notion of consequences, and the need for foresight and prudence in lifes journey. Pupils will also briefly meet the ideals of varna and courage, also relevant to Unit 6.6, the main thrust of the year and preparation for secondary school. This Unit also prepares pupils for scriptural study in Year 8</p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they: Know and Understand that the Gita is a response to a moral dilemma. Know and Understand some main Hindu concepts (at least: Jiva, Isvara, Karma, Yoga, Bhakti, Samsara, Gunas/Prakriti</p>
--	--	---	--	---	---	--	--



	<p>including spiritual ones, with determination and resilience.</p> <p>Understand the idea of seeing god within the heart, as exemplified by dhruva.</p> <p>Know and practice how to sit peacefully in a meditation posture and concentrate during kirtan.</p> <p>Explore and practice self-discipline in relation to food (healthy diets and respecting prasadam).</p>	<p>compassion, health and environment, but with core reason of eating only food that is first offered to Krishna; the spiritual potency and benefits of prasad.</p> <p>Discuss and understand the different types of choices we have e.g. What do we eat, how much we eat, how often, how we eat, and how we sit. How eating only food offered first to Krishna is an expression of self-discipline for the tongue.</p> <p>Understand and explore the benefits of a vegetarian diet and compassion for animals.</p> <p>Explain the role and importance of the cow and bull in the chaitanya tradition and how these principles impact on diet choices.</p>	<p>that they:</p> <p>Understand the nature and motivation of meditation or processes of self-realisation and learning about the divine from a chaitanya-vaishnava perspective.</p> <p>Explore what constitutes a prayer and reflect on their own practice of prayer and/or meditation.</p> <p>Know what is meant and understood by deities and deity worship.</p> <p>Understand, analyse and evaluate comparative views on the nature of prayer and mantra – from a hindu and christian perspective.</p> <p>Understand and apply to explain how we can know if Krishna listens to our</p>	<p><i>about the non-dying spirit self from hindu view is essential to develop learning experiences which guide pupils to explore death, dying, pain, suffering and the returning of self to the divine.</i></p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know and understand the nature of suffering as described in the chaitanya and buddhist traditions and have a good understanding of the life story of the buddha.</p> <p>Know and understand key concepts related to suffering, compassion and liberation from the chaitanya and buddhist traditions and how these relate to their own lives in the 21st century.</p> <p>Understand, analyze and evaluate the nature of the soul, what happens at death and raise questions for discussion and debate.</p>	<p>them personally Identify and express the significance and value of symbols in a variety of religious and non-religious traditions.</p> <p>Evaluate how a material symbol can have spiritual potency. Explore and evaluate how this relates to Krishna’s material energy and His spiritual energy. Analyse if the deity and Krishna’s name is material or spiritual. List different types of symbols (beyond the pictorial). Explain, from a number of faith perspectives, the role of iconography and various views and attitudes towards it.</p>	<p>and Moksha) and the related verses. Analysis and Synthesis ideas to broadly explain various ways of structuring and making sense of the Bhagavad-gita Analyse and evaluate some contemporary and topical moral issues (e.g. in news articles) on the basis of the Gita. Evaluate and apply ways in which the Gita may be relevant to their own lives, taking into account the teachings of the Gita on free will and destiny</p>
--	--	---	--	---	--	--



				<p>prayers, using contemporary, personal and scriptural examples of Krishna's reciprocation with prayer</p> <p>Can compare and contrast how different people demonstrate their commitment to their beliefs through prayer and meditative practice</p>			
<p>Spring term first half</p>	<p>Theme: Respect Unit descriptor: Through stories, role play and other activities children will explore respect. They will understand what respect means, who to show respect to and how Lord Chaitanya taught respect for other living entities. Children will learn how different faiths show respect to</p>	<p>Theme: Respect What would lord Rama do? Unit descriptor: Children will learn about respect, politeness and good manners. Using the Ramayana and lord Rama's example, pupils will start exploring types of behaviour associated with respect and consider how they reflect such behaviour at home and at school, particularly in relationship to 'key others' e.g. Parents</p>	<p>Theme: Respect We are all part of Krishna Unit descriptor: Children will take part in activities which help build a sense of community and togetherness, centred around Krishna. They will hear about how Krishna is present everywhere and how all living beings are part of Krishna and so</p>	<p>Theme: Krishna's avatars Unit descriptor: Pupils will learn about the avatars of Krishna and identify the reason behind each avatar's appearance on earth. They will explore the stories through drama, dance and reading adapted texts from the srimad bhagavatam. They will begin to explore the nature of god in the material world, and learn about the difference between the spiritual and</p>	<p>Theme: Nature of divine Unit descriptor: Pupils will learn about the theology of god 'as a personality'. Through asking the question: <i>what is Krishna like?</i> They will explore how different religious traditions view god (for example: almighty, loving, to be revered, to be feared as well as loved). Pupils will learn about the hindu understanding of Krishna as the ultimate personality of god and particularly understand god in three places (everywhere, as personality and within).</p>	<p>Theme: Building and sustaining communities Unit descriptor: Pupils will take part in a practical activity to help build and sustain their class/school or wider community. They will need to explore, know, understand and evaluate the different aspects of community building by exploring the Vaishnava tradition and a Christian tradition (both historic and current) and interview people from these groups where possible. They will develop an informed understanding of a society based upon Varnashrama Dharma and debate the positive and negative impact of this social structure in the past and present. They should be supported to ask deep questions like: Can a society be good if we do nothing to stop</p>	<p>Theme: Relationships Unit descriptor: The previous unit alluded to the relationship between Arjuna and Krishna, and between the individual self (atman) and the Supreme Self (Bhagavan). Students explore this in more detail and the various relationships in this world, and as represented in film, literature and so on. Building on knowledge from Year 4, pupils are reintroduced to rasa-theology, and the five rasas. Subsequently - and with some reference to Krishna and Arjuna - pupils</p>



	<p>God. Children will take part in festivals such as Lord Nityananda's appearance day.</p> <p>Outcomes: Children will be able to identify characters who showed respect and how. Children will be able to compare how different faiths show respect to God. Understand the importance of showing respect to all living entities and God. Understand how festivals are celebrated.</p>	<p>and teachers.</p> <p>Outcomes: Know the ramayana in summary. Explore Lord Rama's behaviour towards his elders and his brothers, with emphasis on his respect for his teachers, mother and father. Understand, with reference to Rama respecting Sita, and Ravana disrespecting Sita, the consequences of showing or not showing respect, as linked to our relationship with others and our environment. Know the names of the six main religions and associated symbols. Understand that there are different faiths and that they should all be</p>	<p>deserving of respect. They will take part in a practical activity which 'practices' the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher). Outcomes: Know and understand the concept of the spiritual self/soul, how all living beings are 'part' of god. Explore the implications this should have on our behaviour towards others. Know that the world around us is part of Krishna's energy and belongs to him and explore the implications this should have on our behaviour towards nature and resources.</p>	<p>material worlds from a vaishnava perspective.</p> <p><i>Pupils will build on the previous unit, learning about ways to contact the divine, to explore how Krishna came to the material world in a number of forms and in certain times for a specific reason. Pupils should know that as we call to Krishna through prayer, mantra, and other religious activities, Krishna also reciprocates by coming to us. This two-way relationship is a core aspect of the vaishnava tradition and should be made explicit to pupils.</i></p> <p>Outcomes: Know and understand the concept of the avatar and have a basic understanding of chronology in the appearance of the avatars, with a focus</p>	<p>This knowledge is essential for more complex discussions in later units and year groups.</p> <p><i>This unit builds on pupils understanding of god in three places, everywhere, within and without as a personality. The focus here is on the personality of the divine, Krishna. This idea is an important one in the vaishnava tradition.</i></p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know and understand the concept of god as a personality (and know how this is similar and different from other religious views).</p> <p>Know and understand the concept of god in three places, including personal and impersonal views.</p> <p>Know and understand that different religions view god in different ways (awe, fear, loving intimacy etc.) And evaluate if/how</p>	<p>injustice in every form? Can we be free if there is a slave in the world? Where does our community end? Who can join our community and who cannot? Pupils should explore more complex social issues like discrimination (e.g. religious segregation) and how far these people can be accepted into a community.</p> <p>Pupils will draw from KS1 learning about values. They will also build on the unit about Charity, Justice (in Year 3) and Chaitanya's Message (in Y4) The key question is: how inclusive can a society be? If we are all spiritual beings, that the real self is spirit, then how far do we judge, include, exclude people because of their external material aspects?</p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they: Know and understand how communities can contribute to strength and happiness; they will also need to examine what happens when disagreements arise within a community. Know and be able to explain the core principles of the Varnashram social system, including economic (e.g. industry versus agriculture, self-sufficiency, cow protection, taxes etc.) political (e.g. role of the King and Brahmin advisors, who appoints/removes the King etc.) and social (e.g. Ashrama, movement between Varna etc.).</p>	<p>reflect on the qualities and conduct that enhance or inhibit friendship, learning to analyse and evaluate virtue and vice in terms of specific forms of behaviour. They also hear of the six loving exchanges of Chaitanya Vaishnavism. Pupils are encouraged to apply what they have learned in their own lives. Also, to evaluate current affairs in terms of relationships (e.g. chivalry in football), which aptly affirms the benefits of rules, social norms and good manners.</p> <p>Outcome: At the end of this unit, pupils will be able to demonstrate that they: Recall the five main rasas with examples. Know and understand the various types of relationships we have in this world and analyse them, as found in literature or film/TV, in terms of the rasas. Understand how these worldly relationships are age appropriate and change over the course of our lives. Know, understand and apply the six-loving exchanges of Chaitanya-Vaishnavism and evaluate how these are relevant to their own lives.</p>
--	---	--	---	---	--	---	---



	<p>respected.</p> <p>Know and be able to summarise the plot and main characters of the Ramayana.</p> <p>Know and be able to retell in their own words, the stories of Rama and the spider (re3) and Rama and Bharata. Explore the messages of the elephant (re6) and the mountain (re5).</p> <p>Organise and apply knowledge about the skills to work together collaboratively for a shared goal.</p> <p>Understand the nature of bullying and explore ways to combat bullying</p>	<p>on the dasa-avatar and Sri Chaitanya.</p> <p>Know and recall the avatars of Krishna and retell the stories in their own words.</p> <p>Know and understand how Krishna is the source of all avatars.</p> <p>Can evaluate and give evidence/reasons of the importance of Krishna’s appearance on earth at different times.</p> <p>Understand and can apply their knowledge of Krishna-lila (stories about Krishna) as messages for their own conduct in school and at home.</p> <p>Know and understand how an authentic avatar can be recognised. They will also understand, in principle, the spiritual nature of</p>	<p>they wish to relate to the divine.</p> <p>Know and understand Krishna’s main qualities, with examples of stories of how these are manifest.</p> <p>Know and understand the 5 main types of eternal relationships that we can have with Krishna and be able to give detailed examples of individuals who personify those relationships and why.</p> <p>Analyse and evaluate why an intimate knowledge of god’s name, form, qualities and activities are critically important to the process of developing our love for him.</p> <p>Critically question whether (and if so, how) humans can experience, perceive and come to understand the divine.</p>	<p>Know and understand the various roles of the Varnas and how they relate to modern day. Are able to articulate their opinion on the pros and cons of such a system. Know and understand the goal of the Varnashram system, how it intends to lead society towards God consciousness, how this is practically achieved and be evaluate the benefits of community as compared to individualism (as often manifest in modern society). Critique how inclusive their school community is. Develop and design an ideal society or community group. Evaluate the positive and negatives of different social groups, particularly evaluating their inclusivity, their openness to accept and celebrate the other and know (and be empowered) to make positive changes to improve their community (in class, school or wider).</p>	<p>Know and understand detailed examples from Hindu scripture (or the lives of Vaishnava saints) that exemplify the six-loving exchanges. Understand and apply the critical importance and key principles of good association (sadhu sanga) and how such association can be accessible and relevant to their lives. Evaluate the role of virtues in sustaining meaningful and fulfilling relationships. Synthesise and apply what they have learned, especially by identifying what relationships and virtues are important to them.</p>
--	---	--	--	--	--



				<p>Krishna's form.</p> <p>Evaluate Krishna's personality, and his unconditional love of us all, through the reasons for his descending to this world.</p> <p>Understand and articulate the concept of 'lila' and how this relates to the avatars and their activities in this world and in the spiritual world.</p>			
Spring term second half	<p>Theme: Integrity Unit descriptor: Through stories children will explore integrity. The children will learn about why truthfulness is important. Children will explore how characters feel in stories. The children will learn about and take part in Gaura</p>	<p>Theme: Integrity Who is my hero? Unit descriptor: Children will learn about the value of developing good friendships and how to create a happy inclusive class. They use the examples of the Pandavas and Duryodhana to compare different approaches to friendship and honesty. Children</p>	<p>Theme: Integrity Our best friend Unit descriptor: Building on year 1 unit on friends, children will develop their understanding of friendship through exploring stories and using drama. They will learn to value and understand how to create good</p>	<p>Theme: Charity Unit descriptor: Pupils will learn about the value and importance of charitable acts in the vaishnava tradition and compared to Islam (zakat). Drawing from a variety of stories, pupils will discuss the impact of acting charitably (including giving money but more importantly in behaving charitably towards one another by living the values of the school in</p>	<p>Theme: Chaitanya mahaprabhu Unit descriptor: Pupils will learn about the life of sri Chaitanya mahaprabhu. Through acting and retelling stories, pupils will be able to explain the historical and religious significance of his life. They will also begin to understand that Chaitanya is a manifestation of Krishna in the mood of shri radha (this means that Krishna wanted to understand what</p>	<p>Theme: Good company, personal choice and holy people Unit descriptor: Pupils will learn about the Hindu emphasis on keeping good company and the development of Sanga. They will learn how the principles of Bhakti yoga and teachings of Chaitanya, emphasise a self-disciplined approach to life, with connection with good spiritual company as a way to develop a sense of community and belonging. They will learn about holy people in the past and present. They will be given experiences that require them to practically exercise their</p>	<p>Theme: Living Values: Etiquette Reflecting on the relationship between Krishna and Arjuna, pupils revisit the notion of juniors, peers and seniors (whilst also acknowledging spiritual equality). Pupils explore some forms of etiquette and good manners with which they are already familiar (with some reference to differences between cultures). To conclude the</p>



	<p>Purnima festival.</p> <p>Outcomes:</p> <p>At the end of this unit: children will understand the meaning of integrity and how characters in stories showed this value. Know about the value of truthfulness. Explore how Gaura Purnima is celebrated.</p>	<p>start to develop integrity via honesty (i.e. ‘matching words to reality’). Largely through story telling, they explore the consequences of telling the truth and telling lies. To begin the long journey of self-improvement, they learn to say ‘sorry’.</p> <p>Outcomes:</p> <p>Know the story of the Mahabharata in summary.</p> <p>Explore how Duryodhana used deceit and lies to achieve his ends and how Yuddhistir always spoke the truth.</p> <p>Know and differentiate between true and false statements.</p> <p>Explore and understand, using appropriate examples from the Mahabarata, how good motivation is important in</p>	<p>friendships and understand how Krishna is our best friend.</p> <p>Outcomes:</p> <p>Explain, based upon nectar of instruction, what constitutes the principles of good and reliable friendship.</p> <p>Know and be able to summarise the plot and main characters of the Mahabharata.</p> <p>Know and be able to explain in their own words, friendship as exhibited between Krishna and sudama, Krishna and arjuna.</p> <p>Extend their understanding of friendship to apply to their own relationships, including their relationship with</p>	<p>an authentic and considered way). They will relate charity with karma and free will, so that they are able to relate positive acts as contributing to positive benefits for themselves in the future. Teachers should plan opportunities for pupils to plan, organize and deliver a charitable activity.</p> <p><i>Building on understanding of the divine, as Krishna, as in three places, pupils will learn that acting positively in the material world can build and sustain a more positive loving relationship with Krishna, the divine.</i></p> <p>Outcomes:</p> <p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know and understand the significance of charity as understood from the vaishnava tradition and how this compares with the islamic perspective (and how these are incorporated into the lives of practitioners of each faith).</p>	<p>it felt like to be his ultimate devotee, shri Radha , and so appeared on earth assuming her mood). Pupils will also need to understand stories related to lord Jagannatha and the ratha yatra festival in which the principle of longing to see the divine is present. This is a key theological principle of the gaudiya vaishnava faith and must be emphasized here and understood well to support later units.</p> <p><i>Pupils were introduced to the life and times of Chaitanya Mahaprabhu at the end of year 3. In this unit, pupils learn in more depth what his message was from a social and religious perspective. Pupils will need to know the stories well so that in later units (and in secondary school) they have a good foundation to explore the theology in more depth.</i></p> <p>Outcomes:</p> <p>At the end of this unit, pupils will be able to demonstrate that they:</p>	<p>agency and choice, through scenarios, drama and other creative pedagogic tools. They will undertake character studies to present to others to elicit and exemplify the importance of learning from holy people.</p> <p><i>Pupils will continue from the previous Unit, applying their knowledge about inclusion and communities to learning about and from religious traditions.</i></p> <p>Outcomes:</p> <p>t the end of this unit, pupils will be able to demonstrate that they: Know core Vaishnava beliefs and common wisdom about the importance of good company. They will also explore and apply the concept of Sanga and how this relates to spiritual practice, in particular, the discussion of scripture and chanting Krishnas names. Understand and apply the prohibitions around criticising and upsetting others. Identify and explain the key choices one may make in contemporary life with respect to association, and evaluate the potential and respective consequences. Identify and re-tell stories from Vaishnava scriptures that illustrate the importance of making wise choices. Explore and evaluate the concept and role of a Guru and of Sanga in general, within the lives of Srila Prabhupada and one living Chaitanya Vaishnava.</p>	<p>unit, pupils will have opportunity to hear about and practice some elementary interpersonal skills, especially as linked to listening and assertiveness. Specifically, pupils might express their hopes for the future, and some of the social skills they will need.</p> <p>Outcomes:</p> <p>At the end of this unit, pupils will be able to demonstrate that they: Evaluate the importance of etiquette using scriptural examples. Know and understand with reference to juniors, peers and seniors (including parents and teachers), the key role of etiquette in nurtured moral values. Know and understand the concept of progressive Ashrams and with specific references to the role of etiquette between boys and girls. Synthesise and apply their learning to write an action plan for improving their own conduct re: etiquette, with evaluation of how this may help their own respective futures, and those of others.</p>
--	--	--	---	---	--	---	---



<p>Su mm er ter m first half</p>	<p>Theme: Courage: Unit descriptor: Children will learn how characters show courage and apply to their own lives. Understand the 9 main ways to worship Krishna. Children will explore the importance of hearing as one of the 9 ways of worship. Outcomes: Understand and give simple examples of courage. Identify how characters show courage. Gain knowledge and explore the 9 main ways of worship. Explore and understand the importance of hearing as means of worship.</p>	<p>Theme: Courage Who will protect me? Unit descriptor: Children will explore what makes them personally afraid in order to learn about, and begin to develop, courage and freedom from undue fear. They will learn the story of young prahalad, his courage in adversity, his dependence on Krishna, and Krishna's reciprocation and protection. This will be extended to children having the courage to 'try new things' and say 'no' to strangers. Outcomes: Understand and use simple terms linked to courage. Understand and identify what courage 'feels' like and be able to relate courage with examples from their everyday life. Know the story of</p>	<p>Theme: Courage Learning to make mistakes Unit descriptor: Children will extend their confidence in self-expression, especially through identifying situations in which courage is needed in order to speak out. Children will differentiate between courage and recklessness, and understand how to respond to fearful situations through (1) positive action, and (2) development of inner strength, through prayer, kirtan, and stories about divine protection, including the story of Dhruva and revisiting the story of Prahalad.</p>	<p>Theme: Justice Unit descriptor: Pupils will consider the question: why do good things happen to people who act badly? Why do bad things happen to those who act well? They will consider the notion of equality and fairness, exploring issues and events in their own contexts. Pupils will experiment with different outcomes of scenarios that challenge their understanding of justice. They will build on their introduction to karma from the previous term, and discuss and evaluate what this means in relation to the question of suffering and injustice in the material world. They will compare the vaishnava view of karma and associated temporal realms of happiness (heaven)</p>	<p>Continues for the whole term Theme: Ramayana Unit descriptor: Pupils will explore the story of the Ramayana. They will read, retell and act stories to develop a good understanding of the narrative structure and begin to identify key themes and messages of the story. They will focus particularly on:</p> <ul style="list-style-type: none"> • Character studies of lord Rama, Lakshman, Hanuman, Sita devi, Ravana and Vibhishan • The Avanti values • Devotion • The freedom of choice between light and darkness • Duty/dharma <p>They will ask and explore questions including:</p> <ul style="list-style-type: none"> • Why did lord Rama's father exile him? Was 	<p>Theme: (sum 1 and 2) Part 1: The Mahabharata and Leadership Part 2: The Mahabharata: Background to Arjuna's dilemma. Pupils will learn the basic structure of the Mahabharata, through drama, multimedia, reading, research and the arts (including performance and dance). In particular there will be two foci: Part 1: will teach pupils about leadership, with an examination of the main characters in the story. They will know and understand what makes a bad leader, a good leader and an outstanding one; through character study. Pupils will learn about the three gunas and apply this to their own lives and the lives of the characters in the story. Part 2: Pupils will understand the context of the BG and Arjuna's</p>	<p>Theme: Living Values: rites of passage. Unit Descriptor This Unit further explores the life journey, and pupils responses to stability, change, and related issues such as making key choices in life. They hear about rites of passage, and their variously-perceived purposes (such as to celebrate moving from one stage of life to the next). Pupils explore the counterpoised ideas of enjoying the world and renouncing it (and resolving this tension). They might reflect on enjoyment they feel is right and what may be wrong (especially on terms of consequence). They will explore other reasons for rites of passage (such as purification or identify formations) and especially the idea of samskara (mental impression). The Unit concludes with students extending their work on writing down or otherwise recording their own life-aspirations. Outcomes: At the end of this unit,</p>
---	--	--	---	--	---	---	---



	<p>prahalad (prahlad) and be able to retell it in their own words.</p> <p>Discuss the courageous actions of prahalad and explore why he was courageous i.e. What gave him courage.</p> <p>Know and understand how and why Krishna reciprocated and protected prahalad.</p> <p>Apply their understanding of courage to attempt new tasks with a bold, positive attitude, confident that Krishna loves and protects us.</p>	<p>Outcomes: Define courage using related terms and discerning it from recklessness. Explain, with reference to the story of dhruva and prahlad, how to deal with fear through both resolute action and strengthening their inner spiritual life (e.g. Through kirtan and prayer). Explain the importance of courage as described in the gita. Discuss fear, courage and other feelings in relation to their own lives and experiences and explore how it's okay, and indeed necessary, to make mistakes as</p>	<p>and suffering (hell) as related to the notion of heaven and hell in christianity.</p> <p><i>More understanding about karma, free will and the role of Krishna as he who sanctions is developed in this unit. This learning also relates to the rules and expectations within schools and in british society and as a general human right.</i></p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know, understand the meaning of karma and can express this to others, illustrated with examples drawing from scriptural stories and apply this understanding to modern scenarios.</p> <p>Evaluate and</p>	<p>this the right thing to do?</p> <ul style="list-style-type: none"> • Why was ravana evil? Did he have a choice? What can we learn about our behaviour from understanding ravana? • What is the difference between a superhero and Krishna/rama? <p><i>Pupils will need a thorough understanding of the story of the ramayana. Pupils will know aspects of the story from previous units and during the wider life of the school (like diwali celebrations). However, in-depth understanding of the characters, their motivations, their messages and the moral of the different aspects of the story are relevant to bring together the values of our schools and also as a foundation for later exploration.</i></p>	<p>dilemma. Pupils will be encouraged to explore his dilemma, relating to more contemporary issues and situations in school and the wider world. By the end of the unit pupils should have a good understanding of the story, the characters, the dilemmas, the choices and the impact of those choices on outcomes for each character. Pupils should be reminded about the key theological aspects including: atma, Karma, gunas, samsara, Krishna as God and sources of authority. Like the unit at the end of Year 4, this unit is vital to set a foundation for further theological knowledge, debate, discussion and analysis of the Hindu tradition. Pupils need a good understanding of the structure of the story, the characters and their</p>	<p>pupils will be able to demonstrate that they: Know, understand and apply ideas linked to permanence and change, especially as applied to notions of the permanence of the spiritual self, constant change and non-permanence of the body and stages of life and as linked to rites of passage. Have enhanced understanding of the four ashramas, as linked to (a) enjoying and accepting the world (b) renouncing the world and practicing austerity (c) the ideas of consequences and long-term happiness. Know, understand and compare a main rite of passage for Hinduism, Christianity and Judaism. Analyse the rite of passage called diksha or initiation within the Chaitanya tradition. Apply their understanding and insight to further develop their own life aspirations.</p>
--	---	---	---	--	---	---



		<p>we learn.</p> <p>Apply their understanding of courage to attempt new tasks with a bold, positive attitude, confident that Krishna loves and protects us.</p>	<p>compare karma with other religious and non-religious views of suffering and injustice.</p> <p>Understand and articulate the links between karma, free will, destiny, personal responsibility and the role of Krishna.</p>	<p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know and understand the significance of the Ramayana as a key hindu text.</p> <p>Know and evaluate the characters of each of the main characters in the story and how they relate to each other.</p> <p>Understand and explain in their own words the power and supremacy of loving devotion as displayed by the different characters (especially Sita, Lakshman, Bharat and hanuman) of the story.</p> <p>Understand the role of duty, free choice and destiny using examples from the story.</p> <p>Understand and be able to apply the example of the heroes of the Ramayana to their own lives and within the school setting.</p> <p>Perform and express aspects of the story in a</p>	<p><i>relationships, their motivations and moral purposes and also how the BG is set within this epic narrative.</i></p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they: Know the main plot and characters and can describe them in some detail. Know and understand Krishnas specific role in the story and in particular, with reference to his helping his devotees. Understand and apply the concept of the gunas to the different characters. Evaluate the personal qualities of the main characters and how these determined their decisions and thus the outcomes of the story. Understand and explain the different styles of leadership, with reference to the characters of the Mahabharata and to the gunas. Explain the background to the Gita, and especially the events leading up to the battle of Kurukshetra and the dilemmas faced by each main character. Analyse and explain in their own words Arjunas dilemma and relate this to dilemmas that they and others have/may have</p>	
--	--	--	---	---	---	--



					creative and imaginative way, showing a real understanding of the message and meaning within the text.	in 21st century. Identify and articulate strategies for resolving dilemmas and apply them to their own lives.	
Su mm er ter m seco nd half	<p>Theme: Gratitude Children will explore gratitude by thinking about who to be grateful to and what it means. Children will understand how to show gratitude to others including God. They will explore how God shows his gratitude. Children will learn about the Rath Yatra festival and take part.</p> <p>Outcomes: Know and be able to what gratitude means and who we should be grateful to. Understand how we can show gratitude and how God shows his gratitude.</p>	<p>Theme: Gratitude Why do we say ‘thank you’? Unit descriptor: Love and gratitude are explored using the stories of sudama and vamana, and in relationship to family members, friends and Krishna, especially by exploring and acknowledging all they selflessly do for us.</p> <p>Outcomes: Know and be able to retell the story of Sudama (the gift of Gopal) and Yamana (the littlest giant). Explore and be able to explain in their own words, how Sudama and Bali expressed gratitude, and how Krishna and</p>	<p>Theme: Gratitude Our journey! Unit descriptor: Children explore the concept of pilgrimage within religious life. Children explore how such journeys are related to gratitude (for example, a grateful attitude makes journeys most effective) and how these journeys are both internal (the spiritual journey within) and external (pilgrimage to a holy place). This theme connects with the trust’s motto of ‘a journey of self-discovery’ and</p>	<p>Theme: Philosophers and their questions Unit descriptor: Pupils will explore the different arguments for and against the existence of god. They will explore explicitly the concept of epistemology, with reference to the dasa mula tattva. They will further study the life of Chaitanya as Krishna incarnate and the ideal devotee and learn what the key messages of his philosophy are. Pupils will be invited to practice and reflect upon common practices in the vaishnava tradition (e.g. Japa meditation, kirtan, deity</p>	Above continues...	Above continues over whole term.	<p>Theme: Teachings for life: In relation to the concepts and philosophy learnt to date, pupils consolidate their learning in preparation for transition to secondary school. They have opportunity to do much debating and explore their own questions related to PRE.</p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they: Know the concept and overview of Vedic cosmology, Vedic time and Vedic contributions to mathematics (e.g. pi, zero), arts (e.g. poetics, architecture) and sciences (e.g. surgery, speed of light). Explore the metaphors (car and driver / old and new clothing) and arguments (difference between a living</p>



	<p>Explore how to please God. Understand the festival of Rath Yatra.</p>	<p>vamana expressed gratitude.</p> <p>Develop positive manners and attitude that display gratitude (e.g. Saying ‘thank you’).</p> <p>Identify people who contribute positively to their lives (e.g. Parents) and explain what these people do.</p> <p>Describe what they appreciate about their friends.</p>	<p>children will also explore how their life in school reflects a spiritual journey.</p> <p>Outcomes: Explain the meaning of being grateful.</p> <p>Evaluate and explain how gratitude can help in making a spiritual journey using the example of Akrura’s visit to Vrindavan.</p> <p>Explain where and why people visit different holy places around the world.</p> <p>Understand the special significance of Vrindavan and Mayapur as holy places of pilgrimage.</p> <p>Explore the meaning of a journey and be able to explain, in</p>	<p>worship).</p> <p>Outcomes: At the end of this unit, pupils will be able to demonstrate that they can:</p> <p>Understand, evaluate and debate key arguments for and against the existence of god.</p> <p>Understand and apply how to disagree respectfully.</p> <p>Understand and explain in their own words the different sources of authority, their relative strengths and weaknesses, with particular attention to the sources of authority for knowledge about god.</p> <p>Retell the story of Chaitanya drawing out the most important moments of his life and his key teachings.</p>			<p>and dead body / finger as part of body) for the existence of the spiritual self, separate from the body and mind. Know and analyse the main arguments for the existence or non-existence of God and be able to explore and articulate their own opinion. Analyse and debate the problem of suffering/evil, and understand the Chaitanya traditions response. Have the opportunity of open forum discussion sessions, including significant time dedicated to questions and answers</p>
--	--	---	---	--	--	--	---



AVANTI COURT

Excellence · Virtue · Devotion

			<p>their own words, the meaning of a 'spiritual journey'.</p> <p>Prepare a plan for a journey to their chosen holy place.</p>				
--	--	--	--	--	--	--	--