



PRE Curriculum Overview

1. Reception year serves as an introduction to the main themes and values, which will be expanded upon in later years.
2. Years 1 and 2 are explicitly value-based and not philosophically themed as later years.
3. All years will be 2x45 min per week.
4. KEY for year 3 onwards:

ORANGE theme = Self + World

YELLOW theme = God + World

RED theme = Self + God

BLUE theme = Critical/philosophical thinking

5. Key scriptures for the course:

Narrative based:

Ramayan
Mahabharat
Chaitanya Charitamrita
Bhagavatam (not sequentially through the Cantos but selectively as relevant)
Krishna Book (Krishna stories as separate from Bhagavatam)
Biographies

Text based:

Gita
Nectar of Instruction
Brahma Samhita (preselected key verses only)
Bhakti sutra
Upanisads and Vedas (preselected key verses only)
Yoga sutra

Reception – Visit to Bhaktivedanta Manor						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Intro to Krishna at Avanti	Lord Krishna -God as a person	Lord Rama -The qualities of God and his devotees	Lord Chaitanya -The teachings of God	Avatars -Values exemplified by God	The deity is Krishna -Relating with Krishna
Unit Descriptor	Allowing 3 weeks to settle in, children will get an introduction to worship and key aspects of the faith that they will encounter at Avanti. Children will learn through stories and practical activities about how to worship Krishna by offering respect to deities, chanting the holy name and the importance of Srila Prabhupada as our spiritual teacher. They will practically gain an understanding that there are many ways in which to worship the Lord and that you can use your whole body to worship him. They will learn collective worship songs and other rhymes about Krishna.	Children will learn more about who Krishna is. They will hear stories about Krishna's heroic acts and pastimes in Vrindavan. They will develop an understanding of Krishna as a person and how he interacts with his friends, family and nature. Children will take part in celebrating festivals to directly relate with his pastimes such as Damodara lila (during the month of Kartik) and the Govardhan Puja festival.	Children will learn the story of Lord Rama. They will take examples of behaviour from key characters such as Rama and Hanuman and others. And then discuss how they can apply these principles eg. How can we be a good friend like Hanuman? Is it good to take other people's things like Ravana did? Largely through storytelling and drama they will explore the story and main principles that we can draw from the story, such as friendship, loyalty, honesty and determination.	Children will learn about Lord Chaitanya's pastimes as a baby and youth. They will draw similarities between the pastimes of Krishna and Lord Chaitanya as mystical or superhuman. They will explore Lord Chaitanya's main teachings such as taking lessons from nature: tolerance (tree) and humility (grass).	Children will explore how Lord Krishna loves to play 'Dress-up'. They have learned about Krishna 'dressing up' as Rama and Lord Chaitanya, now they will learn through stories and practical activities how Lord Krishna comes as a fish, tortoise, boar and half-man half lion. They will explore how to practically apply the morals from these stories - both spiritual and value based, such as team work (Kurma), trust (Prahlaad) and kindness (Matsya). This term coincides with Narasimhadeva's appearance day festival, which will allow them to celebrate an avatar's appearance day.	In preparation for taking on greater responsibility for school and classroom deities, children will explore why and how we worship the deity and how deity can reciprocate with us. This half term coincides with Rathayatra and therefore children will be actively taking part in deity worship during snana yatra by bathing the deities. Children will be exploring various aspects of deity worship which will be embedded in a variety of stories about deities. In particular, the appearance story of Lord Jagannath and other stories relating to Jagannath will be used that give children further insights into deity worship.
Outcomes	<p>Explain and give examples of ways to worship the Lord with one's body, words and heart.</p> <p>Understand that in all things that we offer to the Lord, He <u>only</u> wants our love.</p> <p>Know and practice how to chant the Hare Krishna maha-mantra on beads and in Kirtan.</p> <p>Know and understand lyrics and meanings for key songs sung during collective worship.</p> <p>Know and understand Srila Prabhupada's position as the pre-eminent teacher of Chaitanya Vaishnavism.</p>	<p>Know and understand Lord Krishna's birth story and main pastimes.</p> <p>Understand the idea that God is a person, according to Chaitanya Vaishnavism.</p> <p>Explore and discuss how Krishna was able to do these amazing feats.</p> <p>Explore and understand the relationship Krishna has with his friends, parents and cows.</p> <p>Describe and imbibe Lord Krishna's pastimes through role-play.</p>	<p>Know and understand the Ramayana story in summary.</p> <p>Explore Rama, Hanuman, squirrels and Jatayu's behaviour. Discuss how these characters displayed Avanti values: empathy, self-discipline, respect, integrity, courage, gratitude.</p> <p>Know and differentiate between positive and negative behaviour and the consequences that may result from each.</p> <p>Understand that Rama and Hanuman came to show us how to behave, so we should try to imbibe their example.</p> <p>Describe and imbibe Lord Rama's pastimes through role-play.</p>	<p>Know and understand that Lord Chaitanya is a form of Krishna who enveloped himself in the love of Radharani.</p> <p>Explore pastimes of Lord Chaitanya through story telling and drama.</p> <p>Understand and identify that the specific purpose for Lord Chaitanya's descent was to experience the love of a devotee and to spread the chanting of Hare Krishna.</p> <p>Identify and practice Lord Chaitanya's main teaching: 'One who feels more humble than the grass, and who is more tolerant than a tree, who doesn't expect personal honour but gives all honour and respect to others, can very easily chant the holy name.' (Siksastakam verse 3).</p>	<p>Know that Krishna can come in many forms and that he has 10 main ones (dasavatars). Explore the story of four of these dasavatars.</p> <p>Understand and identify that when Krishna appears in a different form he does so to help and protect his devotees.</p> <p>Discuss why Krishna appears in these forms and why he doesn't just come as himself each time.</p> <p>Identify key values that the Lord or his devotees have displayed within the pastimes.</p> <p>Explore and discuss how we can learn from these values and apply them practically.</p>	<p>Know and understand that the deity is non-different from Krishna himself. Know that Krishna accepts our worship through the form of his deity.</p> <p>Develop a desire to perform worship of the deities. Actively participate in a rota of worship through this term that will carry on through to year 1.</p> <p>Explore and be able to explain different ways in which to worship the deity including arati, chanting, dancing paying obeisances, taking darshan, offering food etc.</p> <p>Identify and practice rules of respectful behaviour towards the deities.</p> <p>Describe the order in which arati is performed.</p> <p>Practice how to perform a simple arati for the deities</p>

Year 1 – Visit to a local Church						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Empathy How does Krishna feel?	Self-discipline Can I see with my eyes closed?	Respect What would Lord Rama do?	Integrity Who is my hero?	Courage Who will protect me?	Gratitude Why do we say 'thank you'?
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 other situations that give rise to different feelings.	Children will learn how to develop focused attention through mantra meditation and visualisation. They will use the resultant focused 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.	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 and teachers.	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 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'.	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.	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.
Outcomes	<p>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>Know the story of Dhruva (Prince and the Polestar).</p> <p>Understand and be able to discuss, using the example of Dhruva, the value of applying oneself to all endeavours, 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>Know the Ramayana in summary.</p> <p>Explore Lord Rama's behaviour towards his elders and his brothers, with emphasis on his respect for his teachers, mother and father.</p> <p>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.</p> <p>Know the names of the six main religions and associated symbols.</p> <p>Understand that there are different faiths and that they should all be respected.</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 Yuddhisthir always spoke the truth.</p> <p>Know and differentiate between true and false statements.</p> <p>Explore and understand, using appropriate examples from the Mahabharata, how good motivation is important in friendship (why do I want to be his/her friend?).</p> <p>Explore and understand, using appropriate examples, that choices, such as telling lies, carry consequences.</p> <p>Know when to keep promises (and when not to – related to Safeguarding).</p>	<p>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.</p> <p>Know the story of 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>Know and be able to retell the story of Sudama (The Gift of Gopal) and Vamana (The Littlest Giant).</p> <p>Explore and be able to explain in their own words, how Sudama and Bali expressed gratitude, and how Krishna and 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>

Year 2 – Gurdwara						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Empathy I care...for others	Self-discipline Food glorious food!	Respect We are all part of Krishna	Integrity Our best friend	Courage Pilgrimage and building faith	Gratitude Our journey!
Unit Descriptor	<p>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 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>Children will investigate food in different cultures. They will develop their understanding of choice and healthy living through the topic of 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>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 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).</p>	<p>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 friendships and understand how Krishna is our best friend.</p>	<p>Children will extend their confidence in self-expression, especially through identifying situations in which courage is needed. Children will understand how to respond to fearful situations through (1) positive action (2) development of inner strength, faith, prayer and stories about divine protection including stories of Krishna in Vrindavan. Children will explain the concept of journeys, places of worship and pilgrimage within religious life. Children will explore places of pilgrimage in different faiths. They will explain how such journeys are related to gratitude, courage, faith and inner strength and how these journeys can be both internal and external.</p>	<p>Children will continue to explore the concept of pilgrimage within religious life. They will continue to learn about places of pilgrimage for Hindus and focusing on Lord Krishna’s pastimes places. 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 children will also explore how their life in school reflects a spiritual journey.</p>
Outcomes	<p>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>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)</p> <p>Develop vocabulary in relationship to various ‘tastes’ e.g. sweet, bitter, sour, hot, spicy etc.</p> <p>Discuss the reasons for and against vegetarianism and to understand why Vaishnavas choose to be vegetarians, including reasons of 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>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.</p> <p>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>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>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 Krishna, and how to improve to become a better friend to others.</p> <p>Identify different ways in which Krishna is our best friend.</p> <p>Identify different types of mistakes and ways of not repeating mistakes.</p> <p>Explain, with examples, what is meant by dilemma and explore ways of dealing with them.</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Define journeys, pilgrimage courage and faith using related terms.</p> <p>Explore, meaning of Journey, pilgrimage, courage.</p> <p>Explain the importance of courage as described in the Gita, Krishna stories and journeys.</p> <p>Discuss fear, courage and other feelings in relation to their own lives, experiences and journeys and explore how it’s okay, and indeed necessary, to make mistakes as we learn.</p> <p>Understand special significance of Vrindavan, Mathura... as holy places or pilgrimage</p> <p>Apply their understanding of courage, gratitude, places of pilgrimages to attempt new tasks with a bold, positive attitude, confident that Krishna loves and protects us.</p> <p>Compare journeys and spiritual journeys</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>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 Mayapur, Mathura and Dwarka as holy places of pilgrimage.</p> <p>Explore the meaning of a journey and be able to explain, in their own words, the meaning of a ‘spiritual journey’.</p> <p>Prepare a plan for a journey to their chosen holy place.</p>

Year 3 - Visit to a Buddhist Temple/Centre						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	DON'T WORRY...BE HAPPY	COMMUNICATING WITH THE DIVINE	KRISHNA'S AVATARS	CHARITY	JUSTICE	PHILOSOPHERS AND THEIR QUESTIONS
Unit Descriptor	<p>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><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>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 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>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 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>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 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>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?</p> <p>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.</p> <p>They will compare the Vaishnava view of Karma and associated temporal realms of happiness (heaven) 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>Pupils will explore the different arguments for and against the existence of God.</p> <p>They will explore explicitly the concept of epistemology, with reference to the Dasa Mula Tattva.</p> <p>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.</p> <p>Pupils will be invited to practice and reflect upon common practices in the Vaishnava tradition (e.g. Japa meditation, Kirtan, deity worship).</p>
Outcomes	<p>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 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</p>	<p>At the end of this unit, pupils will be able to demonstrate 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>At the end of this unit, students will be able to demonstrate that they:</p> <p>Know and understand the concept of the Avatar and have a basic understanding of chronology in the appearance of the Avatars, with a focus 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</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>Evaluate the positive benefits of developing a charitable approach in life and begin exploring the notion of Karma and understand the role of motive behind charity (as explained in the Gita).</p> <p>Understand the difference between free will and predetermined destiny/fate and know that we have</p>	<p>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 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>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>faith calendars as expressions of happiness.</p>	<p>Understand and apply to explain how we can know if Krishna listens to our 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>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 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>	<p>choice and free will to make our own Karma both positive and negative.</p> <p>Demonstrate the behaviours of acting in a charitable way through a lived experience.</p> <p>Create, organize, deliver and evaluate a charitable event in school.</p>		
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Year 4 – Visit to a Synagogue						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	SELF	WHAT HAPPENS WHEN YOU DIE?	NATURE OF DIVINE	CHAITANYA MAHAPRABHU	RAMAYANA	
Unit Descriptor	<p>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>In this unit there are two aspects:</p> <p>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 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 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>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). 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>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 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>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 this the right thing to do? • 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>	
Outcomes	<p>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,</p>	<p>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>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</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know and understand the significance of Chaitanya’s life and message from both an historical and religious perspective and be able to explain, in their own words, evidence indicating his divinity and those of the Pancha-Tattva.</p> <p>Know and explain in a variety of creative ways, the stories related to Chaitanya. These should include an overview of his life and key teachings</p>	<p>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>Know and understand, citing examples from the Ramayana, the role of: duty, risk taking, learning from our failures, empowerment by God, tolerance and learning to deal with people we may not get along with at first.</p>	

	<p>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>Analyse the Chaitanya vision of the self i.e. oneness and difference.</p>	<p>Understand, analyze and evaluate the nature of the soul, what happens at death and raise questions for discussion and debate.</p>	<p>evaluate if/how 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>(at a minimum: rasa theology, achintya bheda-abheda tattva and pancha-anga bhakti) and reasons for descent (with emphasis on Sankirtan as the yuga-dharma). Importantly, it should also include Chaitanya's relationship with Jagannath Puri/Ratha-yatra and how this relates to the pastime of Krishna leaving Vrindhavan and the gopis and Shri Radha's longing to see Krishna.</p> <p>Evaluate how significant and relevant His teachings are for the 21st century and for their own lives.</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 creative and imaginative way, showing a real understanding of the message and meaning within the text.</p>
Chaitanya-Vaishnava Theological Perspectives		<p>Transmigration of the soul and reincarnation based upon consciousness</p> <p>Principles of Karma</p> <p>Adhiatmika, adhidevika, adhibhautika</p> <p>Destinations after death including different planetary systems and 2 types of liberation</p>			
Narrative/Scripture		<p>'Vedic stories' (Buddha the teacher)</p> <p>The Story of Ajamila</p> <p>BG 8.6</p> <p>story of maharaja Bharata</p> <p>-Vedic stories- 'the lake of death'</p> <p>Re -the qualities of the soul- BG 2.20,22,23,24</p> <p>Types of suffering- adi divika, adi bautika, adi atmika</p> <p>Re- dealing with suffering BG 2.14</p> <p>samsara explained BG 2.27</p> <p>'Bhagavad Gita for children'- Vishakha devi</p> <p>On freedom from suffering-BG 7.14</p> <p>Types of karma- Sri Isopanisad text 2</p> <p>Story of Rantideva-(Avanti stories EM-1)</p> <p>http://hansadutta.com/ART_WS_P/transients190107.html (story about homeless man by prabhupada)</p> <p>Mugrari the hunter, story</p>			Ramayana – home reading (Krishna Dharma version).
Learning Activities/Experiences		<p>-Story of 'the lake of death' with circle time discussion on what happens when we die. Also flick book to explain BG 2.13 (i.e. the body changing and transmigration having been experienced by us already)</p> <p>-Story of Buddha's early life</p>			

		<ul style="list-style-type: none">- 'What suffering and compassion mean to me' - reflective writing/ poster, framed with initial open discussion and key vocabulary or terms given.- Debate on why there is suffering (after understanding how to construct and argument for and against with reasoning)- Reflective diary entry on how to deal with suffering or challenges				
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Year 5 – Visit to a Mosque						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	CREATION AND DESTRUCTION	SYMBOLS: THEIR SIGNIFICANCE AND MEANING	BUILDING AND SUSTAINING COMMUNITIES	GOOD COMPANY, PERSONAL CHOICE AND HOLY PEOPLE	Part 1: THE MAHABHARATA AND LEADERSHIP Part 2: THE MAHABHARATA: BACKGROUND TO ARJUNA'S DILEMMA	
Unit Descriptor	<p>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><i>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.</i></p>	<p>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, although it is not the same thing). Pupils will explore a variety of symbols from different religions. They will need to know about Krishna's 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 Krishna.</p> <p><i>Pupils will draw from their understanding of the main religious world traditions explored in previous Units.</i></p>	<p>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 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?</p> <p>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><i>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 Year 4). 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?</i></p>	<p>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 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>Pupils will learn the basic structure of the Mahabharata, through drama, multimedia, reading, research and the arts (including performance and dance).</p> <p>In particular there will be two foci:</p> <p>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.</p> <p>Part 2: Pupils will understand the context of the BG and Arjuna's dilemma. Pupils will be encouraged to explore his dilemma, relating to more contemporary issues and situations in school and the wider world.</p> <p>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.</p> <p><i>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 relationships, their motivations and moral purposes and also how the BG is set within this epic narrative.</i></p>	
Outcomes	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Describe the creation stories from Hindu and Christian perspectives, including the reasons for why the material creation occurred.</p> <p>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.</p> <p>Explain the meaning and significance of these stories, especially for</p>	<p>At the end of this unit, pupils will be able to:</p> <p>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!))</p> <p>Identify and express the symbols that are important to them personally Identify and express the significance and value of symbols in a variety of religious and non-religious traditions</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>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.</p> <p>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</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know core Vaishnava beliefs and common wisdom about the importance of good company.</p> <p>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 Krishna's names.</p> <p>Understand and apply the prohibitions around criticising and upsetting others.</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know the main plot and characters and can describe them in some detail.</p> <p>Know and understand Krishna's specific role in the story and in particular, with reference to his helping his devotees.</p> <p>Understand and apply the concept of the gunas to the different characters.</p> <p>Evaluate the personal qualities of the main characters and how these determined their decisions and thus the outcomes of the story.</p> <p>Understand and explain the different styles of leadership, with reference to the characters of the Mahabharata and to the gunas.</p>	

	<p>followers of the faith (meaning and purpose of life).</p> <p>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.</p> <p>Articulate their own responses to these stories and to environmental issues which display creation, maintenance and destruction.</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".</p> <p>List different types of symbols (beyond the pictorial).</p> <p>Explain, from a number of faith perspectives, the role of iconography and various views and attitudes towards it</p>	<p>Brahmin advisors, who appoints/removes the King etc.) and social (e.g. Ashrama, movement between Varna etc.). 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.</p> <p>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).</p> <p>Critique how inclusive their school community is.</p> <p>Develop and design an ideal society or community group.</p> <p>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>Identify and explain the key choices one may make in contemporary life with respect to association, and evaluate the potential and respective consequences.</p> <p>Identify and re-tell stories from Vaishnava scriptures that illustrate the importance of making wise choices.</p> <p>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>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.</p> <p>Analyse and explain in their own words Arjuna's dilemma and relate this to dilemmas that they and others have/may have in 21st century.</p> <p>Identify and articulate strategies for resolving dilemmas and apply them to their own lives.</p>
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Year 6 – Visit to a Hindu Temple						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	CRITICAL AND PHILOSOPHICAL THINKING	BHAGAVAD-GITA STUDY	RELATIONSHIPS	LIVING VALUES: ETIQUETTE	LIVING VALUES: RITES OF PASSAGE	TEACHINGS FOR LIFE
Unit Descriptor	<p>This unit provides focused opportunity for <i>critical thinking</i> (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 students for thinking about their respective futures (Summer Term) and for Unit 7.1 at the start of the secondary phase.</p>	<p>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 Hindu concepts. Also, to grasp a broad framework for the Gita, in terms of its setting, structure, progression, content and key themes.</p> <p>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 life's 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>The previous unit alluded to the relationship between Arjuna and Krishna, and between the individual self (atman) and the Supreme Self (Bhagavan).</p> <p>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.</p> <p>Subsequently - and with some reference to Krishna and Arjuna - pupils 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.</p> <p>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>Reflecting on the relationship between Krishna and Arjuna, pupils revisit the notion of juniors, peers and seniors (whilst also acknowledging spiritual equality).</p> <p>Pupils explore some forms of etiquette and good manners with which they are already familiar (with some reference to differences between cultures).</p> <p>To conclude the 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>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).</p> <p>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 <i>samskara</i> (mental impression).</p> <p>The Unit concludes with students extending their work on writing down or otherwise recording their own life-aspirations.</p>	<p>In relation to the concepts and philosophy learnt to date, pupils consolidate their learning in preparation for transition to secondary school.</p> <p>They have opportunity to do much debating and explore their own questions related to PRE.</p>
Outcomes	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know, understand and appreciate the importance of critical thinking, philosophical thinking and personal insight (e.g. in their own lives).</p> <p>Understand (very simply) the difference between moral truth and other forms of truth.</p> <p>Know and understand some common logical fallacies.</p> <p>Evaluate forms of argumentation, as by identifying fallacies in speech, written articles and so on.</p> <p>Analyse, Synthesise and Evaluate by presenting, justifying and defending a sound argument for a particular moral or philosophical standpoint.</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Know and Understand that the Gita is a response to a moral dilemma.</p> <p>Know and Understand some main Hindu concepts (at least: Jiva, Isvara, Karma, Yoga, Bhakti, Samsara, Gunas/Prakriti and Moksha) and the related verses.</p> <p>Analysis and Synthesise ideas to broadly explain various ways of structuring and making sense of the Bhagavad-gita</p> <p>Analyse and evaluate some contemporary and topical moral issues (e.g. in news articles) on the basis of the Gita.</p> <p>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>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Recall the five main 'rasas' with examples.</p> <p>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.</p> <p>Know, understand and apply the 'six-loving exchanges' of Chaitanya-Vaishnavism and evaluate how these are relevant to their own lives.</p> <p>Know and understand detailed examples from Hindu scripture (or the lives of Vaishnava saints) that exemplify the 'six-loving exchanges'.</p> <p>Understand and apply the critical importance and key principles of good association (sadhu sanga) and how</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>Evaluate the importance of etiquette using scriptural examples.</p> <p>Know and understand with reference to juniors, peers and seniors (including parents and teachers), the key role of etiquette in nurturing moral values.</p> <p>Know and understand the concept of progressive Ashrams and with specific references to the role of etiquette between boys and girls.</p> <p>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>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>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'.</p> <p>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'.</p> <p>Know, understand and compare a main rite of passage for Hinduism, Christianity and Judaism.</p> <p>Analyse the rite of passage called 'diksha' or 'initiation' within the Chaitanya tradition.</p>	<p>At the end of this unit, pupils will be able to demonstrate that they:</p> <p>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).</p> <p>Explore the metaphors (car and driver / old and new clothing) and arguments (difference between a living and dead body / finger as part of body) for the existence of the spiritual self, separate from the body and mind.</p> <p>Know and analyse the main arguments for the existence or non-existence of God and be able to explore and articulate their own opinion.</p> <p>Analyse and debate the problem of suffering/evil, and understand the Chaitanya tradition's response.</p> <p>Have the opportunity of open forum discussion sessions, including</p>

			<p>such association can be accessible and relevant to their lives.</p> <p>Evaluate the role of virtues in sustaining meaningful and fulfilling relationships.</p> <p>Synthesise and apply what they have learned, especially by identifying what relationships and virtues are important to them.</p>		<p>Apply their understanding and insight to further develop their own life-aspirations.</p>	<p>significant time dedicated to “questions and answers”.</p>
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