

**Lincolnshire Locally Agreed Syllabus for Religious Education
KS2 Compulsory Unit: Community (Hinduism)**

- *How is Hindu belief expressed collectively?*
- *How does Hindu worship and celebration build a sense of community?*
- *Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world*

- Recap of key beliefs: **Brahman**, the **Trimurti**, **samsara**, **atman**, **karma**, **moksha**, **dharma** (see *KS2 Compulsory Unit: God – Hinduism*)
- Worship in the home: home shrine often including a **murti** (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of **Brahman**, the ultimate reality), importance of the family and the way in which **dharma** relates to family life
- Worship in the **mandir**: **puja** (see <https://www.bbc.com/education/clips/zh2hyrd>); the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the **arti** ceremony (act of worship involving a **dewa** lamp in which the **Brahmin** [priest] shares the light with the community of worshippers) as a key part of **puja** in the **mandir** – some worshippers place gifts of money on the **arti** tray as it is passed around, this money is used for the upkeep of the **mandir**; the sharing of **prashad** (food that has previously been offered to the **murtis** in the **mandir** and is therefore considered to be holy) at the end of **puja** in the **mandir**
- Festivals:
 - Diwali** – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your **dharma** [duty] and when you do not fulfil your **dharma**); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting **dewa** lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts; firework displays; examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment
 - Holi** – a spring festival associated with harvest (harvest time occurs in India at the beginning of the calendar year); sometimes associated with Krishna (one of the **avatars** of Vishnu); a time when social hierarchies are suspended (in Hindu culture and society, different parts of the social hierarchy are associated with different **dharma**) – Holi is a time of seeing all people as equal; key practices, e.g. throwing coloured powder to symbolise the life and energy of the natural world, dancing, singing, bonfires, etc.; examples of Holi in the UK and elsewhere in the world – its impact on the environment
 - Raksha Bandhan** (sometimes called **Rakhi**) – the festival of brothers and sisters;

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originally intended to celebrate the duty (*dharmā*) brothers had to protect their sisters, now a more general celebration of the relationship between brothers and sisters and the *dharmā* (duty) one has to one's family; key practices, e.g. tying a red thread (*rakhi*) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings; examples of Raksha Bandhan in the UK and elsewhere in the world