

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
WORLD FAITHS HINDUISM WHY SHOULD HINDUS LIVE A GOOD LIFE?	TIER 2 (Academic): Consequence, duty, pleasure, liberation, prosperity, cycle, reincarnation, eternal, truth, soul, manifestation, impact, philosophical TIER 3 (Subject specific RE words): Sanatana Dharma, Brahman, Purusharthas, Dharma, Artha, Kama, Moksha	Visit a local Hindu Mandir (Temple) to observe the shrine and manifestations of Brahman, or invite a Hindu guest speaker to discuss how they balance the four aims of life in modern Britain.
PRIOR LEARNING	Y3 – What does it mean to be a Hindu in Britain today?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What do we mean by a good life?	How does Brahman have an impact on how Hindus live?	What impact does living a good life have on karma?	How are the four Hindu aims of life and the four stages of life connected?	Why might Hindus describe life as a journey towards moksha?	How does the story of Rama and Sita show what's important to many Hindus?
LENS	Thinking	Believing	Believing	Believing	Believing	Living
RELIGIOUS CONCEPT	Philosophical approaches to living well.	Brahman as the one Supreme Being.	The cycle of samsara and karma.	Purusharthas (aims) and Ashramas (stages).	Moksha (liberation) from samsara.	Dharma (righteousness) and Ahimsa.
LEARNING OBJECTIVES	To explore what different worldviews mean by living a "good life".	To understand that Hindus believe in one Supreme Being, Brahman, who is represented in many forms.	To explain how actions (karma) impact the cycle of rebirth (samsara).	To investigate how the four Hindu aims of life connect to the different stages of growing up and living.	To understand moksha as the ultimate goal for Hindus.	To retell the story of Rama and Sita and identify its moral lessons about duty.
ACTIVITY	"Diamond 9" sorting activity: groups rank life elements (wealth, duty, fun, kindness) from most to least important. Discuss differing priorities.	Use a prism with white light to show how one source splits into many colours. Relate this to Brahman and the different deities (manifestations).	Create a "Karma Web" using string to physically map out how good/bad actions have ripple effects on a person's future.	Match the four aims (Dharma, Artha, Kama, Moksha) to four life stages (Student, Householder, Retired, Renunciate) using scenario cards.	Play a customized "Snakes and Ladders" game where ladders are good dharma leading towards moksha, and snakes are bad karma keeping you in samsara.	Read/watch the story of Rama and Sita. Map out the choices characters made and discuss how Rama showed Dharma.

ASSESSMENT	Formative: Observe children' reasoning during the Diamond 9 discussion.	Formative: Can children verbally explain the relationship between Brahman and other deities?	Summative: Children draw a flow chart showing the cause-and-effect relationship of karma.	Formative: Check the accuracy of the children' matching activity.	Formative: Listen to children' reasoning as they play the game and discuss moksha.	Summative: Children storyboard the Rama and Sita narrative, annotating where dharma is shown.
EXPECTED OUTCOMES	Describe the four main aims of life and explain the impact of each one. To be able to explain Brahman and the impact of one Supreme Being on how beliefs and concepts are expressed. Retell the story of Rama and Sita and make links between the story and living a good life.					
HIGHER ORDER QUESTIONS	Can a life be "good" if it only focuses on oneself?	If Brahman is in everything, how should that change the way a person treats the environment?	Can we always control the consequences of our actions?	Which aim of life do you think is the hardest to achieve in modern times?	Is it possible to reach moksha if you skip one of the stages of life?	How might the story of Rama and Sita influence a Hindu's daily choices?
FURTHER QUESTIONS or BIG QUESTIONS FOR DISPLAY	What makes a life truly meaningful? How can one thing appear in many different forms? Does everything happen for a reason? Do our priorities change as we get older? What does true freedom look like? Why are stories a good way to teach rules?					
INCLUSION & ADAPTATION	Provide picture cards alongside text for the sorting activity. Reduce sorting options from 9 to 5.	Provide physical objects (like clay to divide) for a tactile understanding of "one and many".	Provide simple "If/Then" matching cards with clear illustrations for karma.	Use colour-coded text to help children match the Sanskrit terms to their English meanings.	Play the game in small, adult-supported groups to mediate the philosophical concepts.	Provide a pre-drawn storyboard template for children to sequence rather than drawing from scratch.
GREATER DEPTH	Challenge children to write a paragraph explaining how a specific public figure demonstrates their version of a "good life".	Ask children to write a reflection on how believing God is in everything might impact a person's behaviour.	Debate whether karma is about "reward/punishment" or simply a "natural law".	Write a diary entry from the perspective of a Hindu transitioning from the 'Student' to 'Householder' stage.	Write a short poem explaining the feeling of escaping samsara to reach moksha.	Analyze whether Ravana thought he was acting according to his own dharma, creating a short persuasive argument.