

Unit L2.8 What does it mean to be a Hindu in Britain today? [Dharma]

This unit supports the principal aim of RE: *The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.57 Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; links to other subject areas, if appropriate. 	<p>Unit L2.8 What does it mean to be a Hindu in Britain today?</p> <p>This is one of two units about Hinduism for lower KS2. Whichever comes first can inform the other. This unit focuses more on Hindu living; Unit L2.7 emphasises beliefs about God/Brahman, karma etc.</p> <p>Previous encounters in FS will have been as part of thematic units (e.g. F4 Being special, F6 Special stories). This unit will build on and deepen previous learning, and will be recalled when doing thematic units such as L2.11 <i>How and why do people mark the significant events of life?</i></p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms <i>dharma</i>, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p>	<ul style="list-style-type: none"> Introduce the word <i>dharma</i> – this describes a Hindu's whole way of life, there is no separation between their religious, social and moral duties Find out about how Hindus show their faith within their families. Etc. Explore the kinds of things Hindu families would do during the week e.g. daily <i>puja</i>, etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together and why e.g. visiting the temple/ <i>mandir</i>, etc. Find out how Hindus celebrate Diwali in Britain today. Recall the story of Rama and Sita from Unit L2.7. Identify the characters etc. ... examine the use of light in Hindu celebrations to represent good overcoming bad, and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of

	<p>prosperity and good fortune. Weigh up what matters most at Diwali and whether Hindus should be given a day off at Diwali in Britain.</p> <ul style="list-style-type: none"> Find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain Talk about what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with people in other faith communities pupils have studied already? Are there similarities and differences with people who are not part of a faith community? If possible, invite a Hindu visitor to talk about how they live, including ideas studied above.
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge) E.g.</p> <p>...list at least [four] ways in which Hindus worship in the home</p> <p>...identify and name at least [two] objects Hindus use in worship</p> <p>...say simply what objects and rituals in Hindu worship mean (e.g. say what it means for Hindus to put their hands over the flame and then over their heads)</p> <p>... say what Sanatan dharma and dharma mean</p> <p>...give at least [three] examples of things Hindus do as part of <i>dharma</i> at home/in the mandir</p> <p>...ask some thoughtful questions about Hindu living</p> <p>...talk about some connections between Hindu ways of living and my own</p> <p>...identify some ways in which my family life is the same and different from some Hindu people</p> <p>...talk about some good things Hindus get from these rituals in their family/community lives.</p> <p>...identify and name the Hindu place of worship and name at least [two] objects Hindus use in worship there</p> <p>...give an example of Hindu worship (e.g. bhajans)</p> <p>...talk about how bhajans help some Hindus in worship</p> <p>...identify some ways in which my community life (e.g. at school, clubs, faith communities etc) is the same and different from some Hindu people (e.g. types of music, celebrations)</p> <p>... talk about some good things Hindus get from these rituals in their family/community lives</p> <p>...talk about whether there are good things like this in my own life.</p> <p>...recognise some places where Hindus live in the UK and the world</p> <p>...point out some things that are the same and some things that are different between how Hindus live in my town and in India (for example)</p> <p>...ask some questions about what Hindus believe and how they live</p> <p>...make a connection between the word <i>dharma</i> and Hindu living in my local area</p> <p>...talk about some examples of people with different beliefs (e.g. class, in school, in local area, on TV) and what they think is good about people being different.</p>
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> Develop active learning opportunities and 	<ul style="list-style-type: none"> See examples of teaching and learning activities below. <p>NOTE: This unit of work offers around 6-8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. You can develop additional 'I can' statements as necessary for your own classroom.</p>

<p>investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.</p> <ul style="list-style-type: none"> • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>The unit is in four broad sections; each one can take between 2 and 3 hours, so you will need to select rather than feel you must do everything. Consider the time spent on Diwali in Unit L2.7 when looking at how long to spend on it here. There it focused on the beliefs behind it; here the emphasis is a little more on how it is celebrated. The overlap is a way of reinforcing learning.</p> <p>NOTE: Units L2.7 and L2.8 are 'systematic' units – that is, they explore one religion (Hinduism) systematically. The thematic unit L2.11 on how people mark significant events of life allows pupils to encounter Hindus again in comparison with Christian and Jewish beliefs and ways of living.</p> <p>You should take the opportunities to remind pupils of their learning from these systematic units as they explore the thematic units. It is good for pupils to encounter content more than once – it helps to settle it in their long-term memory – but you will need to ensure that you explore it in different ways each time. You should draw on pupils' learning from this unit and L2.7 to inform pupils' learning in the thematic unit, thereby supporting and reinforcing their learning from earlier in the year.</p>
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Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
How do Hindus show their faith at home?	
<p>Note that the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma', which means 'Eternal Way' and describes a complete way of life rather than a set of beliefs. Introduce the word dharma – this describes a Hindu's whole way of life, there is no separation between their religious, social and moral duties. <i>Note that this explains why the 'Understanding the impact' element comes first in this unit.</i></p> <p>Way in: important things.</p> <ul style="list-style-type: none"> Place on the desk six things about you [the teacher] that reflect what is important to you. For example; photos of family on phone, wedding ring, a charity wristband, religious symbols, pictures of things you love stuck on your planner, etc. You could bring something from home, such as a favourite ornament, picture or book. Hold up each one and ask the class to suggest why this is important to you. Draw six pieces of a jigsaw on the board – once the class have identified what each item tells them about you, write it on the board, e.g. married, two children, favourite book, favourite song, vegetarian, etc. This is a collection of things which add up to say something about you. Give each pupil a blank jigsaw sheet (four squares will be enough). Ask them to write and draw four special things that are important to them; who or what and why? Have a look at all the pupils' jigsaw squares. There will be similarities and differences. We are all unique, but there are some things we all need. Can the class suggest what is important to everyone? <p>What is important for two British Hindu children?</p> <ul style="list-style-type: none"> Some of the pupils may have religious elements in their jigsaw squares, some might not. Discuss how religion is an important part of lots of peoples' life, but even very religious people still have lots of other aspects to their lives. Watch this clip of Simran and her brother Vraj who are British Hindus (link below). Watch it once all the way through. Then discuss what the children said were important to them. Give groups a 4-piece blank jigsaw and watch the clip again. They can choose to write about Simran or Vraj's important things; religion, hobbies, likes and dislikes, important aspects to their life. www.bbc.co.uk/programmes/p02n5xj7 N.B. Simran: likes music, likes photography, Hindu, vegetarian, likes playing with her brother Vraj; likes Tae Kwon Do, vegetarian, Hindu, likes spicy vegetarian food. What questions do pupils have about Simran, Vraj and their lives? Can they spot any similarities and differences between their own lives and those of Simran and Vraj? Introduce the terms 'Sanatan dharma'; talk about how Simran and Vraj are Hindus. Hindus see their tradition as being a complete way of life – all of their living is part of their dharma. This unit will explore some elements of Hindu <i>dharma</i>. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja) <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas <p>You can use specific 'I can...' statements such as:</p> <ul style="list-style-type: none"> ...list at least [four] ways in which Hindus worship in the home ...identify and name at least [two] objects Hindus use in worship

Hindu beliefs

- In the clip you see Simran holding a tray with a small flame over her brother's head. She talks about Hindu deities and Hindu beliefs. Display images of some Hindu deities. Hanuman and Ganesh are shown in the clip. Can the class remember what Simran said about the gods? How many did she say there are? [millions of gods, representing aspects of the one God, designed to help humans focus in worship]. **[Make links with learning from Unit L2.7]**
- We are going to find out how Simran and Vraj show their faith in God through puja, Hindu worship. This takes place in the home and in the temple (mandir) – we're focusing on worship at home here.
- Set up a puja tray: you will need a small bell, flowers, a pot of water, a murti or image of a Hindu deity, some sweets or sugar and a spoon. A diva lamp is a small simple lamp; a wick in wax or ghee. You could use a tea-light placed in a nice holder. The aim is to bring a little flame of light to worship. **[NOTE that this set of activities is also found in Unit L2.7. Make sure you know if this is revision for pupils or their first encounter – adjust accordingly.]**
- Let the pupils touch, feel, smell and discuss all the items. Turn the information below into labels around the table and ask pupils to label the items and their purpose. Ask pupils to draw each item and label them.
 - Bell:** To wake the deity up for worship – to announce the presence of the worshipper
 - Flowers:** Represents the beauty and fragrance of the created world
 - Diva lamp:** For aarti (Aarti- symbolises that worship removes darkness)
 - Water in a pot:** Represents life
 - Spoon:** Used to give water to worshippers after it has been blessed
 - Murti:** an image, usually representing a deity, and used as a focus for worship
 - Sweets or sugar:** An offering of food for the deity
- After this learning, reinforce pupils' recall of key information, e.g. by giving pupils a tray including Hindu puja objects and things that aren't found on a puja tray (e.g. box of matches, pencil, TV remote control). Get pupils to sort and explain.
Learn about these further elements to puja:
 - **Aarti:** take the tea-light, turn the lights off and focus on the candle. What does the label (above) say about the purpose of the lamp? The flame dispels the darkness during worship. What could darkness represent? Discuss the symbolism here: could darkness mean ignorance? Could darkness mean bad feelings? How could worship of God help lighten the mind? Show images of aarti (Google images 'aart puja'); pupils can see it happens in all types of worship – in grand and ornate temples, through small ceremonies, to rivers and open-air pujas. Do they remember Simran holding the flame over Vraj's head? It can even happen at home between brother and sister. Talk about how and why it would help people to carry out this ritual often – reminding them of God and of the need to turn away bad thoughts or actions. Are there any actions pupils do that help them to think and behave well? E.g. going through school rules, talking with parents, sitting quietly, doing some meditation/mindfulness exercises, praying.
 - Remind pupils about the terms 'Sanatan dharma' and dharma. Write the term 'dharma' in the centre of a large piece of paper for small groups of pupils. Get them to write or draw anything they remember from their lessons that could be described as part of Hindu dharma. Hindus would say that everything is part of dharma! Use this to revise and reinforce learning. See if you have found the answers to any of their questions they have raised during this unit.

...say simply what objects and rituals in Hindu worship mean (e.g. say what it means for Hindus to put their hands over the flame and then over their heads)

... say what Sanatan dharma and dharma mean

...give at least [three] examples of things Hindus do as part of *dharma* at home

...ask some thoughtful questions about Hindu living

...talk about some connections between Hindu ways of living and my own

...identify some ways in which my life is the same and different from some Hindu people

...talk about some good things Hindus get from these rituals in their lives.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
How do Hindus show their faith when they're together?	
<p>Note that there is an overlap with the last section – there is not a sharp distinction between home and community worship.</p> <p>Worship in the community:</p> <ul style="list-style-type: none"> Explore some ways in which Hindus celebrate together in community. In this short clip, a Hindu girl from Leicester shows us around here temple or mandir. http://www.bbc.co.uk/education/clips/zh734wx You could watch the short video with the sound turned off and ask pupils (perhaps working in pairs or threes) to look out for any images or objects that they have already seen – can they remember the names and words they have learned? Watch again, this time with a chance to talk to each other about what questions they have. Then watch with the sound up, and see how many questions are answered. <p>Bhajans:</p> <ul style="list-style-type: none"> Hinduism has a rich musical tradition. There are many 'bhajans', worship songs, devoted to different deities, some fast and upbeat, some peaceful and meditative. They have developed to help worship. Play pupils some bhajans. There are hundreds on You Tube, such as: www.youtube.com/watch?v=Ac2580Gp8qA Enter 'modern bhajans', or 'peaceful bhajans' and choose some you like. The accompanying videos also reflect Hindu beliefs. Ask pupils to listen and focus on the tune, the beat, words that seem to be repeated, the overall mood, etc. In pairs ask them to talk about how the music made them feel, and if it changed the way they were feeling. What is the music trying to make them feel? How could being immersed in music like this help someone during worship? Is it distracting, or does it help focus the mind? More ideas for exploring Hindu worship can be found on this photo story: Shivam worships at home and at the mandir, and performs bhajans with other members of his community: https://shop.retoday.org.uk/120105 Take it further here: https://shop.retoday.org.uk/120106 <p>How do Hindus show their faith?</p> <ul style="list-style-type: none"> Imagine Simran and Vraj have been asked to explain about Hinduism at their school. Ask groups to choose whether they want to be Simran or Vraj. The pupils will create four cards for either, with an image on one side they could hold up to the class, and some words on the back they can read out, as if they are doing a short presentation to their class. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms <i>dharma</i>, <i>Sanatan Dharma</i> and <i>Hinduism</i> and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas <p>You can use specific 'I can...' statements such as:</p> <p>...identify and name the Hindu place of worship and name at least [two] objects Hindus use in worship there</p>

- Talk about how Simran or Vraj can explain what they believe and what their actions mean. E.g. an image of a deity could be used to show Hindu beliefs about God, an image of a flame could be used to explain aarti, etc. Show some of the similarities and differences between worship at home and in the community. Make notes on the board for the pupils to refer to.
- Give out four pieces of card to groups. They will need help finding and printing images- you might like to prepare some representing what you have studied; puja tray, deities, aarti, etc.
- Groups then decide what each of their four images teaches about Simran or Vraj's Hindu beliefs. Create a sentence explaining them and write on the back of cards. When they are finished, watch a few presentations.
- Make the connection between Hindu worship and the term *dharma*.

Here are some key words pupils should learn during this unit:

Deities: the word in English often used for Hindu gods and goddesses. Deity means god.

Murtis: the statues or images of the Hindu deities. Hindus believe that during worship, the spirit or presence of God comes into the murti.

Puja: Hindu worship

Mandir: Hindu temple

Diva lamp: a lamp with a flame, which is used during worship.

Aarti: light, which removes darkness (ratri)

Bhajans: Hindu worship songs

...give an example of Hindu worship (e.g. bhajans)

...talk about how bhajans help some Hindus in worship

... say what Sanatan dharma and dharma mean

...give at least [three] examples of things Hindus do as part of *dharma* at the mandir

...ask some thoughtful questions about Hindu living

...talk about some connections between Hindu ways of community living and my own

...identify some ways in which my community life (e.g. at school, clubs, faith communities etc) is the same and different from some Hindu people (e.g. types of music, celebrations)

...talk about some good things Hindus get from these rituals in their lives.

...talk about whether there are good things like this in my own life.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

How do Hindus celebrate Diwali today?

Recall the story of Diwali – based on the story of Prince Rama and Princess Sita [see Unit L2.7] Use shadow puppets or scenes from the story and get pupils to put them in the correct order. Talk about what message the story has – why do Hindus see this story is important and what can they learn from it?

- Explore some of these ideas: Talk about the way in which the story can teach Hindus about how goodness can overcome bad deeds or attitudes. Ask pupils to: think about the struggle to be good in the face of temptations to be bad, hot-seating Rama; Sita and Dasratha; talk together about some of the choices the characters faced. On a silhouette of the character, write a bad thing the character might be tempted to do and a good thing that they could do instead; around the outside, write down deed they actually do.
- How can the story of Diwali help Hindus? What temptations do Hindu children face? They will be much the same as all other children, of course! Give pupils a table like the one below and ask them to give marks out of ten for how tempting the following might be, and think of a way in which the example of Rama, Sita or Hanuman could inspire them to overcome the temptation.

Temptation	How tempting? /10	Overcome temptation by...
To be grumpy when things don't go the way you want them to		
To do nothing when someone is rude to a friend		
To get angry at someone who annoys you		
To take the credit for something someone else has done		
To give up on a friend		

- Ask pupils to: think about their own struggle to be good; produce an outline of themselves (e.g. project the shadow of their head shadow onto a piece of paper stuck to the wall and get a friend to draw around the shadow); write inside the outline some of the bad things and good things that they might do in a day; write around the outside some examples of good deeds they have actually done. Talk about who helps them to be good.
- Find out how Hindus celebrate Diwali in Britain today. Find images of posters advertising Diwali in Leicester, the world's biggest Diwali celebrations outside India. Show images of Diwali being celebrated (e.g. www.leicestermercury.co.uk/live-diwali-day-

Understand the impact:

- Describe how Hindus show their faith within their families and faith communities in Britain today (e.g. in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Make sense of belief:

- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their idea.

You can use specific 'I can...' statements such as:

2016-in-leicester/story-29853142-detail/story.html). Look at this photographer's Facebook page album for Trafalgar Square Diwali 2016. <http://bit.ly/2r5Gg0N> Do an image search for Diwali celebrations in India to see if pupils can spot any similarities/differences. You could show photographs of Diwali being celebrated in both UK (e.g. Leicester) and India. Place still images and photographs on the tables and ask pupils to annotate them with sticky notes showing what they know, what questions they have, what similarities and differences they note between celebrations in UK and India.

- Use the video clip to find out how Simran and Vraj celebrate and explain the festival:
<http://www.bbc.co.uk/education/clips/z8476fr>
- Ask pupils to weigh up what matters most at Diwali, giving reasons for their choices out of: Rama, Sita, Hanuman; Lakshmi; lights; light overcoming darkness; knowledge overcoming ignorance; fireworks; new clothes; gifts; rangoli patterns; etc. You could do this by giving them a laminated A3 target board. With felt pen they write the most important in the centre circle, and then very important, important, not so important things in the next circles. They can change their mind as they talk with each other and come to a group decision, with good reasons – rubbing out the felt pen and re-writing in the new position.
- Talk about what is good for Hindu families and communities about taking part in Diwali celebrations. Collect together some class ideas about the fun, laughter, noise, excitement, giving and receiving, music, prayer, dancing, food, artwork, joy etc that Hindus experience. Compare with pupils' own experiences of celebrations. Connect with some of the stories of festivals in other religious and non-religious traditions.
- Talk about whether Hindus should be given a day off at Diwali in Britain. Use this conversation to talk about what matters to Hindus about the festival, and to compare with other celebrations in the UK. Only Christian festivals are granted public holidays at the moment, but your pupils might talk about whether this is still fair for Hindus living in Britain.
- You could expand this to explore other Hindu celebrations: e.g. Holi www.bbc.co.uk/education/clips/zw92tyc , or Navaratri/Durga Puja in Britain (e.g. www.londonpuja.com, BBC clip on Durga Puja in Kolkata here: www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml)

Additional information:

<http://www.independent.co.uk/news/world/asia/diwali-2014-what-is-the-festival-of-lights-and-how-is-it-celebrated-9810212.html>

<http://www.bbc.co.uk/schools/religion/hinduism/diwali.shtml>

...describe at least [two] things Hindus do to celebrate Diwali
 ...identify at least [two] of the main characters in the story behind Diwali and say what they did
 ...offer some thoughtful ideas about what is most important about Diwali to Hindus, saying why
 ...identify some ways in which Diwali is celebrated around the UK and other parts of the world, pointing out similarities and differences.
 ...make a connection between Diwali and the idea of dharma
 ...talk about why Hindus like to celebrate Diwali, giving a/some good reason(s) for my idea(s)
 ...make a link with the good things Hindus get from Diwali and good thing I get from celebrating festivals.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

What is it like to be a Hindu in Britain today?

Way in: where are Hindus in Britain? Why did they decide to settle here?

- Show an image of 'chicken tikka masala'. Do the pupils' parents like Indian food? Do pupils? Ask the class to guess where chicken tikka masala was invented (Hindu children might know) – they may be surprised to find it was designed in the UK for the British palate, and is unheard of in India. In fact chicken tikka masala is one of Britain's favourite meals, along with roast beef and fish and chips. Indian food is a good way to show how well Indian cultures have fitted into British life (many Sikhs, Jains and Muslims have come from India).
- Display a map of Britain by religion, identifying where British Hindu populations live (e.g. this one from 2001: <http://www.brin.ac.uk/hindmapeng2001/>). Show images of bomb damage, destruction and ruined buildings in Britain after World War 2. Explain that the British government asked workers from India and Pakistan, as well as the Caribbean, to settle in Britain and help the rebuilding from 1945 onwards. Stress that these workers came over at the British government's invitation to help the country. This is an important historical fact to grasp, and is not often alluded to in the media.
- Pupils might comment on the relationship between Britain and India – affirm that in 1945 India was still run by Britain and that Indian people were considered part of the British Empire.
- Have a look at the 2011 census data for your area and the UK (see p.146) Hindus only make up 1.5% of the UK population; compare with your area. Read some background information about local communities. Invite a local Hindu in to talk about what it is like to be a Hindu in your area.

Hinduism in Britain

- Show pupils examples of vibrant and exciting British Hindu life and culture. You could give each group two examples each and ask them to report back to the class about 'British Hindu life'.
- Search 'Hindu culture Southall' 'Leicester' and 'Birmingham' on Google images to find examples of Hindu life in Britain. Ask pupils to summarise what impression they get from these images. What words would they use to describe the people, places and events that the images depict?
- Talk about what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with people in other faith communities pupils have studied already? Are there similarities and differences with people who are not part of a faith community? If possible, invite a Hindu visitor to talk about how they live, including ideas studied above.

Fitting in

- Ask pupils to think about all the films, TV shows and books they love. Write down the characters they identify with most. Why is this: because they like their character? Because they share characteristics with them? Because they have similar life

Understand the impact:

- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Make sense of belief:

- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

You can use specific 'I can...' statements such as:

...recognise some places where Hindus live in the UK and the world
...point out some things that are the same and some things that are

experiences? Discuss reasons. Is it important to have characters in stories and books that children can identify with? Display the CBBC iPlayer website. Scroll through the shows, talking about all the different presenters and characters there – do the class know anything about their religions, backgrounds, where they are from, what is special about them? If the class mention ethnic or cultural diversity, let the discussion flow towards why people from all background in Britain might like to see people like them on TV. Is it important to have presenters and characters on TV that children can identify with?

- Watch this trailer for the film Bend it Like Beckham: www.youtube.com/watch?v=Z7Pt_GMDdGo (there is a kiss at the very end. If this is unsuitable, watch it in advance and be ready to stop the clip). This film is about Jess, a British Sikh girl who wants to play football, while her family want her to get married to a Sikh and have a family. Although the family are Sikh and not Hindu, the cultural issues are very similar. Discuss why the family want Jess to be a good traditional Asian girl, and why they struggle with her playing football. Some pupils might point out that Jess's white friend Jules also has trouble with her parents, who also want her to be a different sort of girl. Discuss why it might be hard to live across two cultures and fit in with both of them.

21st-Century life in Britain

- Duties: discuss duties pupils have at home and in school; chores and tidying up, looking after others, following rules, being polite, etc. Discuss with pupils what we all need to do (i.e. duties) to create a happy and safe country in which everyone can achieve their potential, whatever religion or background we come from. Draw up a class list of 10 duties.
- If you have any Hindu children ask for specific religious duties and aims they are aware of for Hindus. If not, recap what pupils have learned about Hindu dharma in this unit and see if they can suggest any duties that Hindus might undertake as part of Hindu dharma. Here is a list of ten that might be suitable for a Hindu: 1) not getting angry 2) being truthful in speech 3) working for justice 4) forgiving people 5) having children when you are married 6) trying not to quarrel 7) living a simple life 8) looking after your family 9) fulfilling religious duties such as worship 10) study the scriptures. Discuss with pupils what we all need to do to create a happy and safe country in which everyone can achieve their potential, whatever religion or background we come from. Compare this list with the class list of duties. Talk about similarities and differences and reasons for these.
- Give groups blank (without colour) versions of the Union Flag. Explain that this flag already contains the flags of three nations (England, Scotland and Ireland). Ask pupils to think about the colours and images they would like to put into a new union flag, incorporating elements of 21st century Britain they see around them; sari fabrics, movie posters, fashionable colours and designs, logos, people, book covers, images of British scenes, etc. Either give groups 10 minutes on the computer to choose images from Google, or print in advance and allow them to choose. Groups collage these images and incorporate words from their list of 10 duties, to create 21st Century Union Flags.

Notes: If you have Hindu pupils, it would be excellent if they could ask their parents some questions, to create an insight into local history. Could they bring their life answers (or better still, their parents themselves) to the class; why did they decide to come to Britain, what were their first impressions, what has been good and what has been difficult? What did they wish they knew when they or their grandparents arrived?

different between how Hindus live in my area and in India (for example)

...ask some questions about what Hindus believe and how they live

...make a connection between the word *dharma* and Hindu living in my local area

...talk about some examples of people with different beliefs (e.g. class, in school, in local area, on TV) and what I think is good about people being different.