

# Why do Hindus want to be good?

Through this unit we teach children to be able to:

- identify and explain Hindu beliefs
- make clear connections between Hindu beliefs and the ways in which Hindus live
- connect the four Hindu aims of life and the four stages of life with beliefs
- give evidence and examples to show how Hindus put their beliefs into practices in different ways
- reflect on and articulate what impact belief in 'karma' and 'dharma' might have on individuals and the world.

We follow the Gloucestershire Agreed Syllabus for teaching and learning. This sets out approach, where children encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. There are three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews, allowing different traditions to be treated with integrity.

## **Making sense of beliefs**

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills and interpretation

## **Making Connections**

Evaluating, reflecting on and connecting beliefs and practices ; allowing children to challenge ideas and to challenge their thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

## **Understanding the Impact**

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.