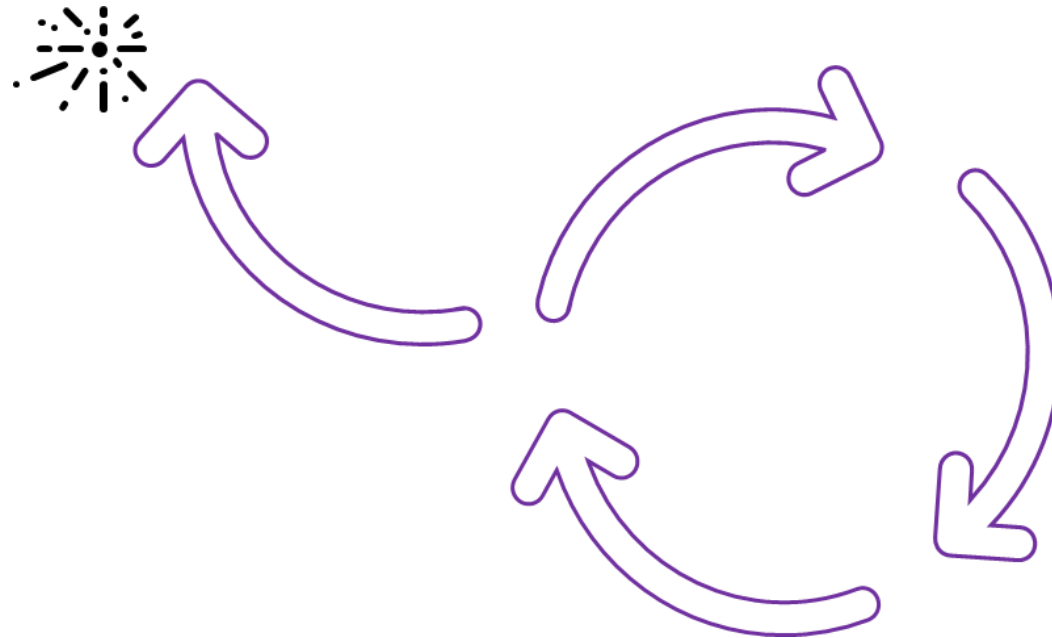


HINDU (SANATANA) DHARMA: Why should Hindus (Sanatanis) live a good life?



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<p>What's the purpose of this unit? It is the intention of this unit to provide a broad understanding of how and why it's important to most Hindus (also called Sanatanis)* that they live a good life, introducing them to the cycle of samsara (which is shared as a concept by Sikhs and Buddhists) and the impact of this on people's lived experience. It will also explore some more philosophical questions about living according to the principles of dharma and ahimsa and why these are important ideas in helping Hindus to escape the cycle of samsara and be reunited with Brahman. <i>*NB The vocabulary 'Sanatana Dharma' and 'Sanatani(s)' used in this unit reflect the words that the Hindu community would use when talking about their religion. In classroom terms, try to use these newer terms sometimes as well as the more familiar words (Hinduism and Hindus) so that pupils understand both. Hindu Dharma is also an accepted alternative to 'Hinduism'.</i></p>	
<p>Links across learning <i>In order to access the learning in this unit, pupils should have learnt about...</i></p> <ul style="list-style-type: none"> pupils may already have encountered some of the beliefs and practices in Hindu (Sanatana) Dharma (Hinduism) in the unit 'What helps Hindus to worship?' the concept of what a 'good life' means for people from different religious and non-religious communities. This will have been explored especially, through UKS2 units of work 	<p>'Sticky knowledge' By the end of this unit, pupils should know:</p> <ul style="list-style-type: none"> the religion of Hindus is called 'Sanatana Dharma' (Eternal Truth), which is widely known as Hinduism that most Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that every living thing has a spark of Brahman (atman) in it the impact of this belief on the way many Hindus (Sanatanis) live, according to the principles of ahimsa many Hindus (Sanatanis) try to live good lives by doing 'dharma' (righteous duties) – and that this is different for different people and stages of life that worship (puja and arti) is a duty throughout life the story of Rama and Sita (the Ramayana) and what it teaches Hindus (Sanatanis) about dharma and how to live
<p><i>Where will pupils' learning go from here?</i> Pupils will use their learning from this unit to help them develop their comparative skills when looking at a wider range of worldviews Possibly, UKS2 SANATANA DHARMA 'What helps Hindus (Sanatanis) to worship?' BUDDHISM Y6: What is the Buddhist way of life? UKS2 THEMATIC: Is life a journey? UKS2 THEMATIC: What does it mean to live a good life?</p>	<p>Expected outcomes for this phase: <i>i.e. what will pupils do to show this knowledge?</i></p>
<p>Key questions to shape the learning</p> <ol style="list-style-type: none"> What do we mean by a 'good life'? What might that look like for me? How does belief in Brahman have an impact on how Hindus (Sanatanis) live? What do different Hindus (Sanatanis) say? What is samsara and what impact does living a good life have on karma? What do different Hindus (Sanatanis) say? What are my 'duties' in life? How does doing 'dharma' help Hindus to live a good life? How does the story of Rama and Sita show what's important to many Hindus (Sanatanis)? Does celebrating Diwali as a community make a difference? Why should Hindus (Sanatanis) live a good life? 	<ul style="list-style-type: none"> explain some key beliefs / concepts in Hindu (Sanatana) Dharma (Hinduism) using correct vocabulary describe how these beliefs / concepts are expressed through the cycle of samsara identify and explain how dharma (duty) is presented in the story of Rama and Sita and/or how the couple are an example for Hindus (Sanatanis) to follow explain how worship (puja & arti) might help Hindus (Sanatanis) to do their duties organise their ideas about why Hindus (Sanatanis) should live a good life investigate and describe similarities and differences in people's lived experience or views on beliefs within Hindu (Sanatana) Dharma reflect on how stories and/or practices within Hindu (Sanatana) Dharma relate to their own experiences or questions of living ethically



Background knowledge for the teacher

Also see Surrey Agreed Syllabus Sanatana Dharma (Hinduism) concept map



*‘Hinduism’ and ‘Hindu’ are Western colonial words for the religion and followers of Sanatana Dharma. Followers of Sanatana Dharma are more correctly called ‘Sanatani(s)’, although many will still accept and even use the terms ‘Hindu’ and ‘Hinduism’. In this unit (and in the classroom wherever possible!) attempts have been made to use the correct vocabulary throughout, linked to the ‘old’. This makes it look a bit long-winded in printed form, but it’s perfectly OK to use the terms interchangeably in order for pupils to understand them all. Most Hindus (Sanatanis) are understanding and accept that it takes a long time to change vocabulary that is well-embedded into the educational and cultural landscape. This planning grid contains lots of notes to help teachers, so you will need to spend some time selecting appropriate learning for each session. There is also a large amount of new vocabulary in this unit; again, select which are appropriate for each session. This unit would best be taught *after* the unit ‘What helps Hindus (Sanatanis) to worship?’: if you choose it in isolation, then we recommend that you spend a little longer on session 1 to include some extra material about Brahman and the Trimurti.


- **Sanatana Dharma** is a religious tradition that has many cultural expressions and is a way of life. Information for teachers can be viewed here, takes about 5 minutes!: [Alien Abduction: Hinduism - TrueTube](#). There are many ways to answer the same questions in Sanatana Dharma – if you were to ask 5 Hindus (Sanatanis), you would probably get 5 different answers! It’s also a very personal religion, as every believer experiences Brahman differently.
- **Brahman:** is the name given to the “One supreme spirit in many forms” of the universe. Hindus (Sanatanis) believe that there is only one God (Brahman), the deities each symbolise an aspect of Brahman. Brahman appears as needed in the form of different deities in response to situations that may arise in the world. When Hindus (Sanatanis) use the word ‘God’, they do not usually mean the same as the Creator God of Judaism, Christianity, Islam etc. However, many Hindus (Sanatanis) do talk about Brahman as God. Brahman is not separate from Creation – he is in every single living thing. This is why many Sanatanis are vegetarian. The universe was not created by Brahman, it is Brahman. You might describe Brahman as the energy of the universe. Hindus (Sanatanis) do not know what Brahman looks like – the Om symbol is used to represent the universal energy.
- **Deities:** allow Hindus (Sanatanis) to focus on one aspect of this spirit at a time, and they often have physical attributes that represent spiritual dimensions. In this unit, pupils will explore what this looks like through the Trimurti, as representations of the three aspects of samsara. There is also a comprehensive ‘database’ of Hindu deities: it has a great search facility, and could be used by pupils, though it’s quite tongue-in-cheek!: [Hindu Mythology - Your guide to the Gods of India \(godchecker.com\)](#)
- The **Trimurti** is NOT a trinity. They are the three main incarnations of Brahman: Brahma (creator), Vishnu (preserver), Shiva (destroyer), each related to aspects of the cycle of **samsara – the cycle of birth, life and death**. The **Tridevi** is the female equivalent to the Trimurti, comprised of the three consorts (companions) linked to each deity in the Trimurti.
- **Worship in Hinduism is a key part of a Sanatani’s daily dharma (duty), along with four others:** Studying the Scriptures; learning from the wisdom & teaching of others; provide for the needy, humans or animals; serve others with love, respect and reverence.
- **Diwali** is a celebration of good winning over evil, light over darkness and the examples of Rama and Sita loyally doing their righteous duties, all themes that demonstrate important concepts within Sanatana Dharma.
- Useful background reading & further activities for pupils can be found in the following RE Today resources: [Opening Up Hinduism](#) & [Inspiring RE no. 8: Hindus](#)

Golden thread	Questions that will drive the learning in this unit:	Vocabulary / Glossary for this unit
 God	<p>How do the deities in the Trimurti link to the cycle of samsara? Which deities do Hindus (Sanatanis) worship and why? How do different manifestations of Brahman show what God is like? How do key beliefs influence how a Hindu (Sanatani) should live their life? How might the new year story of Rama and Sita inspire Hindus (Sanatanis) to live better in the next year?</p>	<p>Sanatana Dharma (Hinduism) – the eternal truth & teachings Sanatani(s) – follower(s) of Sanatana Dharma, also known as Hindu(s) Brahman – the name that Hindus (Sanatanis) have for God. Brahman appears as needed in the form (manifestation) of other deities. Manifestation – a revelation / representation of Brahman, showing different aspects / attributes of Brahman’s character Supreme Being – another name for Brahman, who is part of every living thing</p>

 <p>Community</p>	<p>How do the actions of an individual affect those around them? How does the concept of ahimsa influence how a Hindu (Sanatani) might act in their community?</p>	<p>Atman (soul) – a spark of life from Brahman, present in every living thing Deities / Devas – ‘gods’ and ‘goddesses’ within Sanatana Dharma Murti – an image or representation of a deity Trimurti – the three main deities: Brahma, Vishnu & Shiva Brahma – the deity that represents and controls the power of creation / birth Vishnu – the deity that represents and controls the power of preservation / life Shiva – the deity that represents and controls the power of destruction / death Ashrama – the stages of life (student; householder; ‘forest-dweller’; renouncer) Dharma – duties, which are different at different life stages (ashrama dharma); dharma is also the right thing to do in any given situation Ahimsa – the principle of non-violence, harming nothing or no-one Avatar – an incarnation of a deity i.e. the manifestation of Brahman that the deity takes in order to come to earth, sometimes human e.g. Rama is an avatar of Vishnu Puja – a ceremony of worship, which involves all the senses Arti – a ceremony that takes place in front of the deities, involving four elements (fire, earth, water and air) Shrine – a place in the home or the mandir where deities are worshipped Diwali – a new year festival of light, featuring the female deity Lakshmi, and the epic tale of Rama and Sita, in the Ramayana Vegetarian – someone who doesn’t eat meat Offering – something that is given freely, in this context, presented to a deity Mala – beads that help Hindus (Sanatanis) focus on praying, sometimes with a mantra</p>
 <p>Identity</p>	<p>What impact might beliefs have on individuals? How do Hindus (Sanatanis) put their beliefs into practice in their daily lives? What does it mean to be a Hindu (Sanatani) in Britain today? How does Puja and Arti help a Hindu (Sanatani) to fulfil their duty? How does Puja link to the Purusharthas?</p>	

What might this look like in the classroom? Choose a selection from each box to suit your class and help you plan their learning....

<p>Engage (10%)</p> 	<p>Session 1: What do we mean by a ‘good life’? What might that look like for me? Who is Brahman? Complete the sentence starter ‘A good life for me is.....’ Compare your ideas as a class – whose ideas are similar to yours? Whose are different? Why is it important to live a good life? How might different religious and non-religious people answer that question? Complete more sentence starters e.g. ‘A good life for a Christian / Muslim / Humanist (etc.) is.....’</p> <p>Introduce the key question in the title of this unit and consider any prior learning about Sanatana Dharma (Hinduism). To answer this question, we first need to understand some key things about God for Hindus (Sanatanis), whom they call Brahman.</p> <p>Give groups a copy of the ancient story of the salt and the water and ask them to identify what key belief it shows (God is in everything). The spark of Brahman is called the atman – the soul or essence of any living thing, which is born and reborn over many lifetimes (more of this in session 3!)</p> <p>How do different manifestations of Brahman show what God is like? Brahman is often described in terms of the Trimurti: three key deities. Choose one image [right] of the Trimurti to talk about together: is this what people think Brahman looks like? Or is it showing something deeper? The murti show different attributes of Brahman, who he is and what he does. Give pupils opportunities to investigate more images [right] to find out who the Trimurti are and what they represent. What’s the same and what’s different in the images – and can this help us to identify who is who?!</p>	<p>Resources: Keep the sentence starter activities really short, especially if this is pupils’ first encounter with Sanatana Dharma, as you will also need to introduce the concept of the Trimurti and beliefs about deities in this session. There are more ideas you could use from the other Sanatana Dharma (Hinduism) unit ‘What helps Hindus (Sanatanis) to worship?’</p> <p>The Salt & the Water: SaltandWater.pdf (natre.org.uk)</p> <p>Images of the Trimurti: http://mesosyn.com/hindu-6.html</p>
<p>Enquire & Explore (50%)</p> 	<p>Session 2: How does belief in Brahman have an impact on how Hindus (Sanatanis) live? What do different Sanatanis say? Watch the very short video here ‘What is Hinduism?’, which outlines very simply some key beliefs: What is Hinduism? - BBC Bitesize and/or Religious Studies KS2: Meeting two young British Hindus - BBC Teach – asking pupils to make some notes about what they see. Which beliefs are mentioned in both videos?</p> <p>What do different Sanatanis say? Watch the video listed right, then sort the cards, quotes from the clip relating to Sanatani beliefs: what might be the impact of these beliefs? Which ones are connected in some way? Which views are similar, which are different from each other?</p> <p>Look at how you’ve sorted compared to someone else in your group.</p> <p>How might beliefs about Brahman be similar or different to ideas that they have learned about other religions? If Brahman is in everything, what might this mean for the way Sanatanis (followers of Sanatana Dharma) live their lives?</p>	<p>Resources: How does your belief in God affect your daily life? KS2 Q2 Hindu Temple - YouTube</p> <p>Use the cards on p.8 (based on the views in the video)</p> <p>In terms of impact, some answers were revealed by people you saw in the videos.</p>
	<p>Session 3: What is samsara and what impact does living a good life have on karma? Show the cycle of samsara (p. 9) Can pupils have a go at annotating / articulating what they think it is showing? Which elements do we have questions</p>	<p>Resources: BBC Two - My Life, My Religion, Hinduism, The Cycle of Birth and Rebirth</p>

	<p>about? Now watch the BBC video and see what you can add to your understanding. How do you think a Sanatani escapes the cycle of samsara and returns to Brahman (moksha)?</p>	
	<p>Session 4: What are my 'duties' in life? How does doing 'dharma' help Hindus (Sanatanis) to know how to live? How might puja and arti (worship) help?</p>	<p>Resources: Use PPT here, focusing on slide 5: pptAshrama and the Five Duties.pptx (live.com) BBC Pathways to Belief: BBC Two - Pathways of Belief, Series, One God Many Aspects, Puja - a form of Hindu worship</p>
	<p>Session 5: How does the story of Rama and Sita show what's important to Hindus (Sanatanis)? Does celebrating Diwali as a community make a difference? <i>Who helps who in the story – and what difference does this make? What are the duties of a friend, a warrior, a wife, a husband, a brother etc.?</i></p> <p><i>How does each (good) person in the story do their duty? Sita is considered to be the perfect woman: what qualities do you think she should possess? Sita accepted her exile in order to be with Rama – how was she doing her dharma?</i></p> <p><i>Rama is considered to be the perfect man (and is an avatar of Vishnu): what qualities do you think he should possess? As an incarnation of Vishnu, his duty was to get rid of evil, to preserve life and demonstrate goodness. Do you think he achieved this? How? Many Hindus will repeat his name as a mantra (chant) to bring blessings</i></p> <p><i>Who shows e.g. the most courage, the most devotion, the most selflessness etc. in the story? How might light and darkness be metaphors in this story?</i></p> <p>Find out about the way that Diwali is celebrated</p> <p><i>Does celebrating Diwali as a community make a difference?</i></p>	<p>Resources: The story of Rama and Sita: The story of Rama and Sita - BBC Teach</p> <p>[Short versions here, good for a reminder of key events: Diwali Story - CBeebies - BBC or The Hindu Story of Rama and Sita Religions of the World - YouTube</p> <p>Ancient copy of the Ramayana, several pages to look at: Mewar Rāmāyana The British Library (bl.uk) Available as a book to read over several sessions: Ramayana: The Divine Loophole: Amazon.co.uk: Patel, Sanjay: 9780811871075: Books</p>
<p>Evaluate (20%)</p> 		

Express
(20%)



*(Could be
more if you
are cross-
curricular)*

Session 6: Why *should* Hindus (Sanatanis) live a good life?

Resources:

<p>I see God in my parents, in my children, in all my relationships.</p>	<p>The greeting ‘Namaste’ means ‘the God in me sees the God in you’.</p>	<p>Challenges in life are opportunities that Brahman has given to me.</p>
<p>Different relationships help me to nurture different values. If I have these values in me, I can teach them to others better.</p>	<p>Divinity is important. Hindus should respect the divinity in humans, in plants and in animals.</p>	<p>Karma is about doing good, making sure that whatever you do has a positive impact elsewhere.</p>

The Cycle of Samsara:

