**Re Planning- Devotion- Hindu Worship Summer 1 Year 4**

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|  | **Learning objectives** | **Activities**  (that will show visible progress towards the objectives) | **AfL notes** |
| **Session 1** | 1. They can describe/explain the concept of devotion  L.O. To describe the concept devotion | **Step 1 *(Enquire: What are “rituals”?)***  ENQUIRE: What does devotion mean?  As pupils enter the classroom, play a track that reflects the word devotion eg Grease ‘Hopelessly devoted to you’.  Display the word devotion. As a thinking skills activity, pupils to organise their response and speculate on what they think the word devotion means. As whole class, generate a word bank to support the word devotion.  As a class, establish a definition for the word devotion.  **Key Concepts**   * **Relating to human experience** * **Symbolic** * **Used in investigating religions** * **Specific to a specific religion Skills: reflection, self-understanding** |  |
| **Session 2** | 2. They describe how the concept of devotion is expressed within the celebration of Mahashivratri  L.O. To explain how devotion links to the celebration of Mahashivratri | **Step 2** ***(Contextualise: How and why do Hindus show devotion to Shiva?*)**  In role as a group archaeologists (as a medium to generate respect of artefacts), pupils to unwrap several parcels containing images of Shiva. Pupils to answer a series of questions in relation to their image that they have found: Describe what you can see or what does the image tell us? How and where do Hindus use this image? Why do you think this? How might Hindus look after this image? What makes you say this? Teacher records suggestions.  Explain that Shiva is recognised by Hindus as the god of ‘creation and destruction’. Share a story with the pupils to highlight this. Discuss – why might Hindus want to show devotion to such a God?  Introduce pupils to the Hindu celebration of Mahashivratri – an opportunity for Hindus to show their devotion to Shiva. Set-up a Hindu shrine for demonstration. Teacher demonstrates puja.  Pupils complete writing frame/s.  Make a simple shrine to Shiva and demonstrate how devotees of Shiva make offerings at the shrine.  Pupils create a simple instruction booklet for a Hindu child "how to show devotion to Shiva"  **Resources:**   * *Key attitudes and skills* * **respect** * **awe and wonder** * **empathy** * **investigation** |  |
| **Session 3** | 3. They can evaluate the importance of devotion by describing its value to Hindus and by identifying and describing an issue raised  L..O. To evaluate the importance of devotion in relation to Hinduism | **Step 3 *(Evaluate: What is the value of showing devotion to Hindus?)***  Pupils to articulate or freeze-frame elements of the Mahashivratri celebration that reflect devotion e.g. fasting, washing, offerings, decorations.  Challenge pupils to prioritise the acts that reflect the most devotion. Pupils to justify responses.  Pupils to consider how the celebration would be affected if Hindus were not able to demonstrate the above acts of devotion.  Would Shiva be unhappy? What would a Hindu say? What do they think?  Skills and attitudes:   * **interpretation & analysis** * **evaluation** |  |
| **Session 4** | 4. They can describe their own response to the idea of devotion in their own lives  L.O. To describe my idea of devotion | **Step 4*****(Communicate: What is my response to and experience of devotion?)***  Using circle time, pupils to answer ‘I am devoted to … because …’.  Discuss – is anyone devoted to you? How does that make you feel? What about pets?  Pupils to make a ‘Devotion Certificate’ eg I am devoted to … I show this devotion y …  **Skills and attitudes:**   * **reflection** * **self-understanding** |  |
| **Session 5** | 5. They can describe examples of how feeling devoted affects theirs and others lives  L.O. To describe examples of how feeling devoted affects others and myself | **Step 5** ***(Apply: How does devotion affect situations in my life and others’ lives?)***  Pupils to sit in a circle, 1 pupil to articulate an experience which reflects devotion.  As an open forum, or pupils taking turns in a circle, pupils to respond to the first pupils’ devotion experience, if only they agree/disagree with the person who has just spoken.  e.g. Pupil 1: I am devoted to my Mum because….. Pupil 2: I agree/disagree that I am also devoted my Mum because…..  Is it always important to show devotion? Why/why not? Can devotion be an unhappy experience?  Discuss.  **Skill and attitudes:**   * **comprehension** * **curiosity** * **open-mindedness** |  |