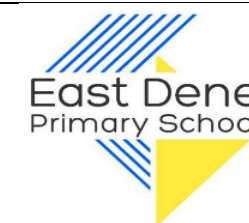




Year Group: Year 3

Religion: Hinduism

Enquiry Question: What is Diwali?



Final Outcome: To compare Diwali to my own 'new year' celebration

Programme of Study

NC Requirements

- make links between beliefs, stories and practices
- identify the impacts of beliefs and practices on people's lives
- identify similarities and differences between religions and beliefs
- investigate and connect features of religions and beliefs
- ask significant questions about religions and beliefs
- describe and suggest meanings for symbols and other forms of religious expression
- describe some religious beliefs and teachings of religions studied, and their importance
- describe how some features of religions studied are used or exemplified in festivals and practices
- make links between religious symbols, language and stories and the beliefs or ideas that underlie them
- compare aspects of their own experiences and those of others, identifying what influences their lives
- compare their own and other people's ideas about questions that are difficult to answer
- compare their own and other people's ideas about questions that are difficult to answer

Term to be taught- Autumn

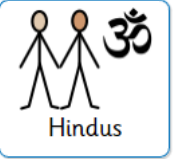
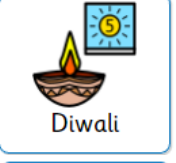
Learning Objectives	Subject Specific Vocabulary	What do we want children to know?	Suggested Learning Tasks	Resources	Plenary
Session 1 Enquiry Question: What are the events and meaning in the story of Rama and Sita? Retrieval Practise Long term Retrieval Rites of Passage Timeline Christian Rites of Passages (Y2 Autumn 1) Create a timeline showing the Christian rites of passage in order through a person's life: Birth → _____ (welcoming into Christian family)	 Hinduism  Hindus  Diwali  Rama  Sita	Make links between beliefs, stories and practices. Describe how some features of religions studied are used or exemplified in festivals and practices.	New Learning Introduce the festival of Diwali briefly by explaining that it is a festival of lights celebrated by Hindus. Other religions such as Buddhists, Jains and Sikhs have similar celebrations. Read through the story of Rama and Sita. What do you think the story is telling us? Why do Hindus still light candles every year? How many other stories can you think of in which good conquers evil? Give children a few minutes to think, pair, share their ideas. Explain that this story reminds Hindus that good will always conquer evil and that the candles (or divas) are used to show that even a little light destroys the darkness. EXTEND – why do you think the message of this story is helpful to Hindus in their everyday life? Task 1 - Guided Practice task (We do) Diwali Story Circle and Good vs Evil Exploration Begin by dimming the classroom lights and lighting a few battery-operated candles or LED tea lights to create atmosphere. Introduction with atmosphere: "Welcome to our special Diwali lesson. Notice how these little lights brighten up our dark classroom? Today we're going to learn about a Hindu festival called Diwali - the Festival of Lights." Brief festival introduction: "Diwali is celebrated by millions of Hindus around the world, but did you know that Buddhists, Jains, and Sikhs also have similar light festivals? They all celebrate the victory of light over darkness." Interactive story telling: Read the story of Rama and Sita using props or simple costume pieces. Pause at key moments to ask: • "What kind of character is Rama?" (Good, brave, heroic) • "What about Ravana?" (Evil, selfish, demon king) • "How do you think Sita felt when she was captured?" Story meaning discussion: After the story, ask: • "What do you think this story is trying to teach us?"	Story of Rama and Sita. A3 paper with 6 comic panels pre-drawn Colouring pencils/felt tips Speech bubble templates Small diva lamp templates to cut out and stick Glue sticks	Gather as a class and create a "Light Over Darkness" display board where children can contribute one sentence about what they learned about Diwali's message. Ask: "How might remembering this story help someone who is facing a difficult situation or having to choose between right and wrong?"

Childhood → _____ (first sharing in communion) Adulthood → _____ (joining two people as one) Death → _____ (saying goodbye and celebrating life) Extension: Explain what each ceremony celebrates and why it's important.			• "Why do you think Hindus still light candles every year to remember this story?" Good vs Evil brainstorm: Use think-pair-share: • Think: "Can you think of other stories where good defeats evil?" • Pair: "Share your ideas with your partner" • Share: Create a class list on the board (Harry Potter vs Voldemort, superheroes vs villains, fairy tales like Cinderella, etc.) Deeper meaning exploration: "The divas (oil lamps) that Hindus light represent something special. Even one small light can push away darkness. What do you think this means for people's lives?" Create a class definition: Work together to complete: "Diwali teaches us that..." Extension discussion: "Why might this message help Hindus in their everyday lives when they face difficult times or have to make hard choices between right and wrong?" Task 2 - Independent Practise task – (You do) Diwali Story Comic Strip with Message Each child will create a 6-panel comic strip telling the Rama and Sita story, with a reflection on its meaning. Panel 1: Draw Rama and Sita living happily. Add speech bubble: "We are so happy together!" Dictated sentence: "We are glad." Panel 2: Draw the golden deer and Sita asking Rama to catch it. Speech bubble: "Please catch that beautiful deer for me!" Dictated sentence: "Can you catch it?" Panel 3: Draw Ravana (with multiple heads/arms) taking Sita away. Speech bubble from Sita: "Help me, Rama!" Dictated sentence: "Help!" Panel 4: Draw Rama, Lakshman, and Hanuman searching/fighting to rescue Sita. Speech bubble: "We must save Sita from evil!" Dictated sentence: "We must get Sita!" Panel 5: Draw Rama defeating Ravana and rescuing Sita. Speech bubble: "Good has won over evil!" Dictated sentence: "Good has won" Panel 6: Draw the people lighting divas to welcome Rama and Sita home. Add small diva lamp cut-outs around the panel. Speech bubble: "Welcome home! Light defeats darkness!" Dictated sentence: "Come home." Bottom section: Complete these sentences: • "This story teaches us that..." • "Hindus light divas because..." • "One way this story could help someone in real life is..." Design challenge: Around the border of your comic, draw and colour traditional Diwali decorations (rangoli patterns, more divas, fireworks). Extension: • Create an additional panel showing how they might apply the story's message in their own life • Write a short paragraph about another "good vs evil" story they know • Design their own diva lamp pattern on the back • Add more detail to their comic panels with backgrounds and additional characters Sharing Activity: Children work in groups of 4, taking turns to "perform" their comic strip by reading the speech bubbles aloud while others follow along. This reinforces the story sequence and allows them to hear different interpretations of the meaning.		
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Session 2 Enquiry question: What is a Diya and why is it important? <u>Retrieval Practise</u> Long term Retrieval Christmas Around the World Recall Christmas Celebrations (Y2 Autumn 2) Match the Christmas tradition to the country/region: Las Posadas processions → Mexico Midnight Mass → Many Christian countries Boxing Day → Britain Christmas Markets → Germany Question: What do all these different celebrations have in common?	 Hinduism  Hindus  Diwali  Diya	<u>Connected Learning</u> Order pictures from the Story of Rama and Sita. <u>New Learning</u> Light a diya or candle and ask children to look at the flame. What does the flame make you think about? How does it make you feel? • Explain that light is used as a symbol in lots of different world religions. Can you think of any examples? • Explain why the diya is lit to celebrate Diwali and where the idea originates. Can you think of any other examples of a candle being used in a religious celebration (e.g. Christingle, Hanukkah)? • Show the children the images of candles being used for different religious celebrations. Did you think of these examples of candles being used in religious celebrations? <u>Task 1 - Guided Practice task – (We do)</u> Light and Symbol Exploration Circle Begin by gathering children in a circle on the carpet. Have a real diya (or battery-operated candle for safety) ready to light in the center. Dramatic opening: Dim the classroom lights and carefully light the diya/candle in the center of the circle. Allow 30 seconds of quiet observation. Reflective questioning: • "Look carefully at this flame. What does it make you think about?" • "How does watching this light make you feel?" • "What words come to mind when you see this flame dancing?" Collect responses on a mind map around the word "LIGHT" on the board: • Feelings: warm, peaceful, safe, hopeful, calm • Thoughts: cozy home, guiding the way, chasing away scary things • Associations: campfires, birthday candles, torch in darkness Introduce the diya: "This special lamp is called a diya. It's a clay lamp that burns oil, and it's very important in the Hindu festival of Diwali. Who remembers why Hindus light these during Diwali?" (Connect to previous lesson about Rama and Sita returning home) Light as religious symbol discussion: "Light is used as a symbol in many different world religions. Can anyone think of examples?" • Create columns on the board for different religions • Guide them towards: Christianity (candles in church, Christingle), Judaism (Hanukkah menorah, Shabbat candles), Islam (lanterns during Ramadan), Buddhism (butter lamps) Interactive comparison activity: Show images of different religious light celebrations. For each image, ask: • "Which religion do you think this belongs to?" • "What do you think the light represents here?" • "How is this similar to or different from the Diwali diya?" Deeper meaning exploration: "Why do you think so many different religions use light as a symbol?" Guide discussion towards concepts like: • Hope in difficult times • Good defeating evil • Knowledge defeating ignorance • God's presence • Celebration and joy Create class definition: Work together to complete: "Light is important in religions because..." <u>Task 2 - Independent practice task – (You do)</u> Religious Light Symbol Comparison Chart Each child will create a detailed comparison chart showing how different religions use light as a symbol. Section 1 - Hinduism (Diwali Diya): ○ Draw or stick image of a diya	A3 paper divided into 4 sections with headings Colouring pencils/felt tips Pre-cut images of religious light symbols (diya, menorah, church candles, Christingle, etc.) Glue sticks Fact cards with simple information about each religious use of light Gold/yellow paper strips for decorative borders	Gather the class back in a circle around the lit diya/candle from the beginning of the lesson. Reflection moment: "Look at our light again. After everything we've learned today, does it make you think of anything new?" Pass the light: Give each child a small battery-operated tea light or torch. As they hold it, they complete one of these sentence starters: • "Today I learned that light is important in religion because..." • "One thing that surprised me about religious light symbols was..." • "The connection between all these religions is..."
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			○ Write: "Diya - Hinduism" ○ Complete: "Hindus light diyas because..." ○ Add decorative rangoli pattern around the edge ○ Use warm colours (orange, red, yellow) Section 2 - Christianity (Church Candles/Christingle): ○ Draw or stick image of church candles or Christingle orange ○ Write: "Candles - Christianity" ○ Complete: "Christians light candles because..." ○ Draw a simple cross decoration ○ Use colours associated with Christianity Section 3 - Judaism (Hanukkah Menorah): ○ Draw or stick image of a menorah ○ Write: "Menorah - Judaism" ○ Complete: "Jewish people light the menorah because..." ○ Add Star of David decoration ○ Use blue and white colours Section 4 - What Light Means to Me: ○ Draw your own picture showing what light represents to you ○ Complete: "Light is important because..." ○ Add personal decorations and colours ○ Include one way you use light in your own life Center of chart: Write "Light in World Religions" and decorate with flame patterns using gold/yellow strips Border decoration: Create a border around the whole chart using small flame or light bulb drawings Extension: ● Research and add information about Buddhist butter lamps or Islamic Ramadan lanterns ● Create a small booklet explaining why they think light is such a powerful symbol ● Design their own religious symbol that uses light ● Write a short poem about light and what it means to different people		
Session 3 Enquiry question: How is Diwali prepared for? <u>Retrieval Practise</u> Long term Retrieval Islamic Foundations Quiz Introduction to Islam (Y2 Spring 1) Complete these key facts about Islam: Islam is the religion followed by people called _____ The holy book of Islam is called the _____	 Hinduism  Hindus  Diwali  Rangoli		<u>Connected Learning</u> On what different occasions do you send greetings cards? Why do we send them? How do you feel when you receive a card? Which of these occasions are religious (e.g. Christmas, Easter)? <u>New Learning</u> Explain that Hindus send Diwali cards at Diwali and to mark the new year. What kinds of messages do you think would be in a Diwali card? What kind of images might there be? Encourage children to think about what they already know about Diwali and the story of Rama and Sita. Show children some examples of Diwali cards and discuss the pictures and messages. Do greetings cards help to create a sense of religious community? <u>Task 1 - Guided Practice (We Do)</u> Rangoli Pattern Mystery and Meaning Begin by gathering children on the carpet with a selection of vibrant rangoli pattern images displayed around the room, but don't tell them what they are yet. Mystery introduction: "I've placed some colourful patterns around our classroom. Take 2 minutes to walk around quietly and look at them carefully. What do you notice? What do you think they might be?" Observation sharing: Gather back in the circle and collect observations: ● "What colours did you see?" ● "What shapes and patterns did you notice?" ● "Where do you think these might be from?" ● "What do you think they might be used for?" Reveal and explain: "These beautiful patterns are called rangoli. The word 'rangoli' comes from Sanskrit and means 'a row of colours.' People in India and other countries have been creating these artistic patterns for hundreds of years." Interactive pattern analysis: Choose 3-4 different rangoli images and display them prominently. For each one, ask:	Example Diwali cards A4 paper Colouring pencils/felt tips/pastels Compass and rulers for geometric patterns Rangoli pattern templates for support Coloured sand/rice in small containers (optional) Glue for sand/rice patterns Information cards about rangoli symbols and their meanings	Gather around a large paper circle in the center of the classroom (this represents a giant rangoli base). Collective creation: Each child adds one element to the class rangoli - either by drawing, placing a coloured paper shape, or adding a meaningful symbol. As they add their element, they share: ● "I'm adding... because it represents..." ● "This connects to what we learned about Hindu beliefs because..." Final reflection: "Look at our beautiful class rangoli! What does creating this together tell us about the importance of beauty and community in Hindu culture?"

Muslims worship in a building called a _____ Islamic worship includes praying _____ times a day True/False: Islamic art often includes beautiful patterns and calligraphy			• "What shapes can you spot in this pattern?" • "How do you think someone made this?" • "What materials might they have used?" Cultural significance explanation: "Rangoli patterns aren't just beautiful decorations. During Diwali, Hindu families create these patterns on their floors and walls for very special reasons." Two-part purpose explanation: • Part 1: "They create rangoli to welcome Lakshmi, the goddess of wealth and good fortune, into their homes." • Part 2: "They also believe the beautiful patterns help keep evil spirits away." Deeper thinking discussion: "What do you think this tells us about what Hindu people believe about goodness and beauty?" • Guide towards: beauty attracts good things, ugliness attracts bad things • Beautiful things are connected to positive energy • Taking care to make things beautiful shows respect and devotion Materials demonstration: Show traditional rangoli materials (coloured powder, rice, flower petals, chalk) and explain how families work together to create these patterns, often starting before dawn on Diwali morning. Task 2 - Independent Task (You Do) Design Your Own Rangoli with Meaning Each child will design their own rangoli pattern and explain its significance. Instructions: Choose your base shape: Start with a simple geometric base: ○ Circle (representing the sun or wholeness) ○ Square (representing earth and stability) ○ Lotus shape (representing purity and beauty) ○ Star (representing light and guidance) Add meaningful symbols: Include at least 3 of these traditional elements: ○ Lotus flowers (purity) ○ Peacocks (beauty and grace) ○ Diyas/lamps (light over darkness) ○ Swirls (flowing energy) ○ Dots (seeds of life) ○ Fish (prosperity) Colour choices: Use traditional Diwali colours and explain why: ○ Red (strength and purity) ○ Yellow (knowledge and learning) ○ Orange (optimism and energy) ○ Pink (compassion and love) ○ Green (new beginnings) ○ Blue (peace and tranquillity) Create your pattern: Work from the center outward, building up your design layer by layer. Make it symmetrical by folding your paper and drawing on both sides. Reflection section: At the bottom of your paper, complete these sentences: ○ "My rangoli is designed to welcome..." ○ "I chose these colours because..." ○ "The most important symbol in my rangoli is... because..." ○ "This shows that Hindu people believe beauty is important because..." Border decoration: Create a decorative border around your rangoli using small repeated patterns. Extension: • Research the meaning of other rangoli symbols and add them to their design • Create a 3D version using coloured sand/rice • Design a second rangoli for a different Hindu festival • Write a short explanation of how they would teach someone else to make their rangoli pattern		
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			Sharing Activity: Children display their rangoli designs around the classroom in a "Diwali Gallery." They walk around in pairs, taking turns to explain their partner's design and the meaning behind their choices. Each child leaves a positive comment note next to two other designs.		
Session 4 Enquiry question What is the purpose of creating Rangoli patterns? <u>Retrieval Practise</u> Long term Retrieval Muslim Celebrations Calendar What do Muslims celebrate (Y2 Spring 2) Put these Islamic celebrations in the correct order through the year: Eid al-Fitr, Islamic New Year, Ramadan, Mawlid al-Nabi, Day of Ashura, Hajj Challenge: Explain what one of these celebrations is about.	   		Connected Learning Can children explain how Diwali is prepared for? New Learning Display some rangoli patterns. What do you think these are? Explain that rangoli is a Sanskrit word meaning 'a row of colours' and that rangoli has been used as a form of artistic expression across India and other countries for hundreds of years. Explaining the significance of rangoli motifs on floors and walls at Diwali and that they are used to welcome Lakshmi, the goddess of wealth, into their homes and to ward off evil spirits. EXTEND – what does this tell you about Hindu beliefs on goodness and beauty? Task 1 - Guided Practice (We Do) Rangoli Purpose Investigation Begin by gathering children on the carpet with a large, simple rangoli pattern created on the floor using masking tape or chalk (or a large printed version). Hook with a scenario: "Imagine you're visiting a Hindu family's home during Diwali. You walk up to their front door and see this beautiful pattern on the ground. What questions would you have?" Collect wonderings: Write children's questions on the board: - o "Why is it there?" - o "Who made it?" - o "What's it for?" - o "How long did it take?" Focus question: "Today we're going to answer the most important question: What is the purpose of creating rangoli patterns? Why do Hindu families spend hours making these?" Think-pair-share prediction: - o Think: "What do you think rangoli patterns are used for?" - o Pair: "Share your ideas with your partner" - o Share: Collect ideas and write them on the board Reveal the purposes through role-play: - o Purpose 1 - Welcoming Lakshmi: ▪ "I'm going to pretend to be Lakshmi, the goddess of wealth and good fortune. I'm looking for a beautiful, clean home to visit during Diwali." ▪ Walk around the rangoli pattern: "This beautiful pattern shows me this family has prepared carefully for my visit. I want to enter this home!" - o Purpose 2 - Keeping away evil: ▪ "Now I'm going to pretend to be an evil spirit looking for a home to cause trouble." ▪ Approach the rangoli hesitantly: "Oh no! This pattern is too beautiful and positive for me. I can't come near it. I'll have to find somewhere else to go!" Deeper purpose exploration: "But rangoli isn't just about Lakshmi and evil spirits. What other purposes might these patterns serve?" - o Guide discussion toward: family bonding, artistic expression, showing devotion, creating beauty, welcoming guests, community pride Compare to our own traditions: "Can you think of ways your family decorates or prepares your home for special celebrations? Why do you do this?" Create a purpose pyramid: On the board, draw a pyramid with different levels: - o Top: Spiritual (welcoming Lakshmi, warding off evil) - o Middle: Cultural (tradition, showing devotion) - o Bottom: Personal (family time, creativity, beauty, welcoming guests) Task 2 - Independent Task (You Do) Rangoli Purpose Poster Each child will create an informative poster explaining the different purposes of rangoli patterns.	Pictures of Rangoli patterns. A3 paper Colouring materials Pre-cut rangoli border templates Speech bubble templates Glue sticks Small pictures representing different purposes (goddess Lakshmi, family, evil spirits, etc.)	Divide the class into 4 groups, each representing one purpose of rangoli: • Group 1: Welcoming Lakshmi • Group 2: Protecting from evil • Group 3: Family tradition • Group 4: Creating beauty Quick group preparation (3 minutes): Each group creates a 30-second mime or short drama showing their purpose in action. Reflection circle: Sit around the rangoli pattern again and ask: • "Which purpose of rangoli do you think is most important? Why?" • "How do these different purposes work together?" • "What does this tell us about what Hindu people value?"

			Instructions: Title and decoration: ○ Write "Why Do Hindu Families Create Rangoli?" at the top ○ Decorate the border with simple rangoli patterns Four purpose sections: Divide your poster into 4 sections: Section 1 - Welcoming Lakshmi: ○ Draw or stick a picture of a goddess figure ○ Write: "To welcome Lakshmi, goddess of wealth and good fortune" ○ Add speech bubble: "Beautiful patterns welcome me!" Section 2 - Protection from Evil: ○ Draw dark/shadowy figures turning away ○ Write: "To keep evil spirits away from the home" ○ Add speech bubble: "This beauty is too powerful for us!" Section 3 - Family Tradition: ○ Draw a family working together on rangoli ○ Write: "To continue ancient traditions and bring families together" ○ Add speech bubble: "Working together makes it special!" Section 4 - Creating Beauty: ○ Draw a beautiful rangoli pattern ○ Write: "To make their home beautiful and welcoming for guests" ○ Add speech bubble: "Everyone loves to see beautiful things!" Central message: In the middle of your poster, complete this sentence: "The main purpose of rangoli is to..." Personal connection: At the bottom, write: "In my family, we create beauty for celebrations by..." Extension: For children who finish early, they can: ● Add more detailed drawings showing rangoli-making process ● Research and add information about when rangoli is made (early morning, special occasions) ● Create a mini-comic strip showing the story of Lakshmi visiting homes ● Design their own rangoli pattern that represents welcoming and protection Sharing Activity: Children work in groups of 4, taking turns to be "Rangoli Experts." Each expert uses their poster to teach the group about one purpose of rangoli. The listeners ask questions and the expert tries to answer using information from their poster.		
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Session 5 Enquiry question: Who is Lakshmi and how do Hindus celebrate Diwali at home? <u>Retrieval Practise</u> Long term Retrieval Easter Story Sequence Easter Celebrations (Y2 Summer 1) Arrange these events from the Easter story in the correct order: Jesus rides into Jerusalem on a donkey The Last Supper with disciples Jesus dies on the cross Jesus rises from the dead People celebrate new life Reflection: Why do Christians see Easter as a story of hope?	 Hinduism  Hindus  Diwali  Gods	Connected Learning Do children know what rangoli is? Do children know why rangoli designs are used in homes at Diwali? New Learning Explain that Hindus believe the many qualities of God are represented in different ways and that they worship different gods and goddesses for different things. Explain that Lakshmi is the goddess of wealth and prosperity and that Diwali is a festival in which Lakshmi is worshipped. Explain how a Hindu family celebrate Diwali. Are there any similarities with other religious festivals? Diwali is the start of the New Year for Hindus: how do you celebrate New Year? Task 1 – Guided Practice (We do) Lakshmi's Special Qualities Sorting Working as a class, we'll sort pictures and words into different categories to understand who Lakshmi is and how she helps Hindu families. Materials needed: • Large sorting mat with three sections: "Things Lakshmi helps with", "How families prepare for Diwali", "Other festivals that are similar" • Picture cards and word cards to sort Introduction (5 minutes): Explain that Hindus believe God has many different qualities and they worship different gods and goddesses for different things Sorting together (15 minutes): As a class, we'll sort these items: ○ Pictures of: coins, happy families, decorated homes, oil lamps, fireworks, presents, special food ○ Words: wealth, prosperity, good luck, cleaning, decorating, sharing food, lighting candles Discussion (10 minutes): Talk about how some things are similar to Christmas or New Year celebrations Key questions to explore together: • "Why do you think Hindu families clean and decorate their homes for Diwali?" • "How is giving presents at Diwali similar to other celebrations we know?" • "What does it mean to welcome prosperity into your home?" Task 2- Independent Practice – (You Do) My Diwali and New Year Comparison What you'll do on your own: Create a special fold-out card comparing how Hindu families celebrate Diwali (their New Year) with how your family celebrates New Year. Section 1: About Lakshmi Draw and write about Lakshmi. Use these sentence starters: • "Lakshmi is the goddess of..." • "Hindu families pray to Lakshmi because..." Section 2: How Hindus celebrate Diwali at home Draw and write about Diwali celebrations: • "Hindu families prepare for Diwali by..." • "They light oil lamps called diyas to..." • "Families share special food like..." Section 3: How my family celebrates New Year Draw and write about your New Year: • "My family celebrates New Year by..." • "We eat special food like..." • "Our traditions include..." Section 4: What's the same? Draw and write about similarities: • "Both celebrations have..." • "Families in both celebrations..." • "People feel happy because..."	Pictures of Hindus celebrating Diwali. Large paper folded into 4 sections Coloured pencils/crayons Word bank with key vocabulary Sentence starters	Round 1 - Quick Fire Facts (3 minutes) • Pass around a battery-operated tea light or small lamp • When a child holds the light, they share one new thing they learned about Lakshmi or Diwali • Encourage different facts: "Can someone tell us something different about how families celebrate?" Round 2 - Making Connections (5 minutes) • Children share one similarity they found between Diwali and their own New Year celebrations • Teacher records these on a large piece of paper titled "Celebrations Around the World" • Celebrate the connections: "Wow! So many families around the world like to..."
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			Extension - Write one question you would like to ask a Hindu child about how their family celebrates Diwali.		
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