

# Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: What do Hindu's believe God is like?

Class/Year Groups: LKS2—Grinshill Class

Term: Autumn Term 2024



What you already know?

To know and understand the story of Diwali.

Give examples of how Diwali is celebrated.

Think, talk and ask good questions about how different religious festivals are celebrated.

Talk about the similarities and differences between the different religious celebrations.

What you will learn:

**Making Sense of the Belief**

Identify some Hindu deities and say how they help Hindus describe God.

Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.

Offer informed suggestions about what Hindu murtis express about God

**Understanding the Impact**

Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali).

Identify some different ways in which Hindus worship.

**Making Connections**

Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.

Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

<b>Key Vocabulary</b>	
<b>Brahman</b>	The creator, the one true God for Hindus, who has many different forms.
<b>Diety</b>	The word for gods and goddesses that many Hindus believe are different aspects of the one Supreme Spirit (Brahman)
<b>Trimurti</b>	In the trimurti, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer.
<b>puja</b>	Worship that can be led in the house or in a temple.
<b>Mandir</b>	A Hindu place of worship.
<b>Aum</b>	A word used to calm the mind for meditation and worship.
<b>Veda</b>	The sacred scriptures.



Shropshire Agreed Syllabus Programme of Study KS1:

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

