

Essential Question: Why is Diwali important to many Hindus?

11 November

Diwali is a holiday celebrated by Hindus all over the world. It celebrates that light overcomes darkness and as it is the Hindu festival of light. The word Diwali comes from the Sanskrit word Deepavali with means rows of lighted lamps.

(sp) Sanskrit
Sanskrit Sanskrit Sanskrit

In India, Diwali is seen as a national holiday which means that everyone has the day off work and school. This is because the Hindu Dharma is India's most common religion. During Diwali, the rooms are lit up with all sorts of lights and illuminations and people ~~decorate~~ clean their houses before decorating them with rangoli patterns and diya lamps. This is because they want Lakshmi to enter their homes and bless them. It is said that she will not enter a dark house. People celebrate Diwali by remembering the story of Rama and Sita and how they killed Ravana. They then make statues of him and throw them into large bonfires.

@ Why?
Who is
Lakshmi?
she is the
goddess of
prosperity and
good fortune.

During Diwali, Hindus spend time with their families and exchange gifts. They bake sweet treats and take them to the Mandir when they go to pray. People share the food and enjoy spending times with friends. Women wear Marigold flowers. Many Hindus throw parties to celebrate Diwali which also marks the start of the new year. It is a time to give thanks for the years harvest and the hope that the years harvest will be good.

(A) What does Diwali teach about dharma? It teaches you to follow dharma and be good.

RE 'presentation, marking and feedback' eBook

The rationale of the exercise book in RE

Exercise books are a record of student progress over time.

A book may include any of the following: detailed notes or mind-maps, glued-in worksheets and guided reading, knowledge organisers, tests and extended written responses.

Work should always be detailed, well presented and of the highest quality. The book should be a showcase of what the pupil can do.

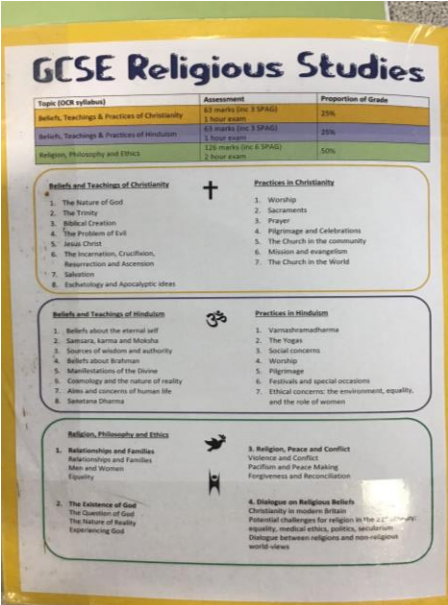
All preparatory work and assessment pieces are included in the same book to allow for the successful monitoring of progression.

KS3 pupils are given a new book at the beginning of each academic year.

GCSE pupils have 3 different books – one for each of the papers that they will sit.

These are colour coded to help pupils distinguish easily between the different books.

The same GCSE exercise books will be used over the two year course. GCSE exercise books are both a record of work and progress and an important revision resource.



GCSE Religious Studies

Topic (OCR syllabus)	Assessment	Proportion of Grade
Beliefs, Teachings & Practices of Christianity	62 marks (inc. 3 SPAG) 3 hour exam	25%
Beliefs, Teachings & Practices of Hinduism	63 marks (inc. 3 SPAG) 3 hour exam	25%
Beliefs, Philosophy and Ethics	122 marks (inc. 6 SPAG) 2 hour exam	50%

Beliefs and Teachings of Christianity	Practices in Christianity
1. Beliefs about the eternal soul	1. Worship
2. The Trinity	2. Sacraments
3. Biblical Creation	3. Prayer
4. The Problem of Evil	4. Pilgrimage and Celebrations
5. Jesus Christ	5. The Church in the community
6. The Incarnation, Crucifixion, Resurrection and Ascension	6. Mission and evangelism
7. Salvation	7. The Church in the World
8. Eschatology and Apocalyptic ideas	

Beliefs and Teachings of Hinduism	Practices in Hinduism
1. Beliefs about the eternal soul	1. Varanashramadharma
2. Samsara, karma and Moksha	2. The Yugas
3. Sources of wisdom and authority	3. Social concerns
4. Beliefs about Brahman	4. Worship
5. Manifestations of the Divine	5. Pilgrimage
6. Cosmology and the nature of reality	6. Festivals and special occasions
7. Arts and concerns of human life	7. Ethical concerns: the environment, equality, and the role of women
8. Samsara Dharma	

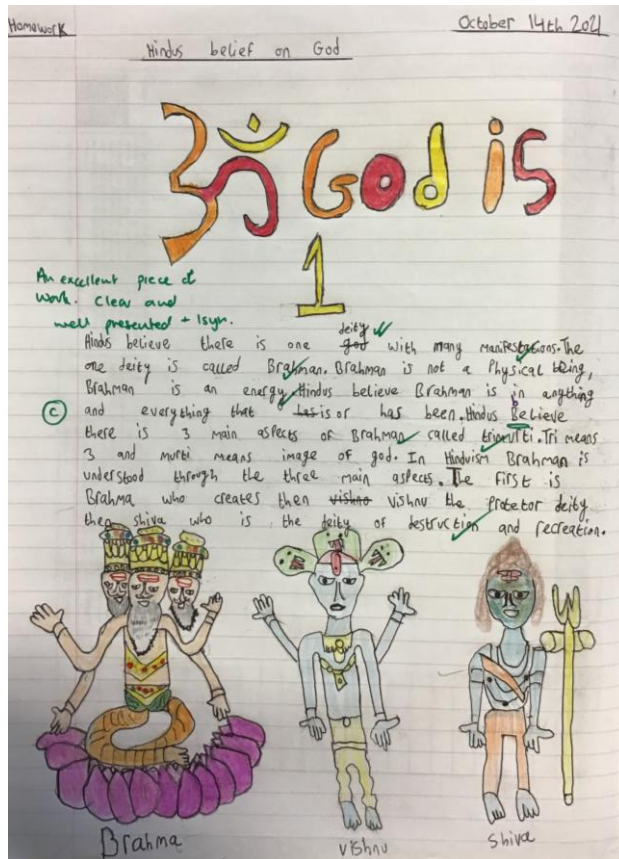
Beliefs, Philosophy and Ethics	Religion, Peace and Conflict
1. Relationships and Families	1. Violence and Conflict
2. The Existence of God	2. Pacifism and Peace Making
3. The Question of God	3. Forgiveness and Reconciliation
4. The Nature of Reality	
5. Experiencing God	
	4. Dialogue on Religious Beliefs
	5. Christianity in modern Britain
	6. Potential challenges for religion in the 21st century
	7. Equality, medical ethics, politics, secularism
	8. Dialogue between religions and non-religious world-views

Departmental expectations

We have high expectations of all pupils. All work in exercise books should be neatly presented – all pupils should take pride in their work.

Exercise books should be backed to protect them from becoming damaged over time.

Any worksheets should be neatly glued in – not folded.



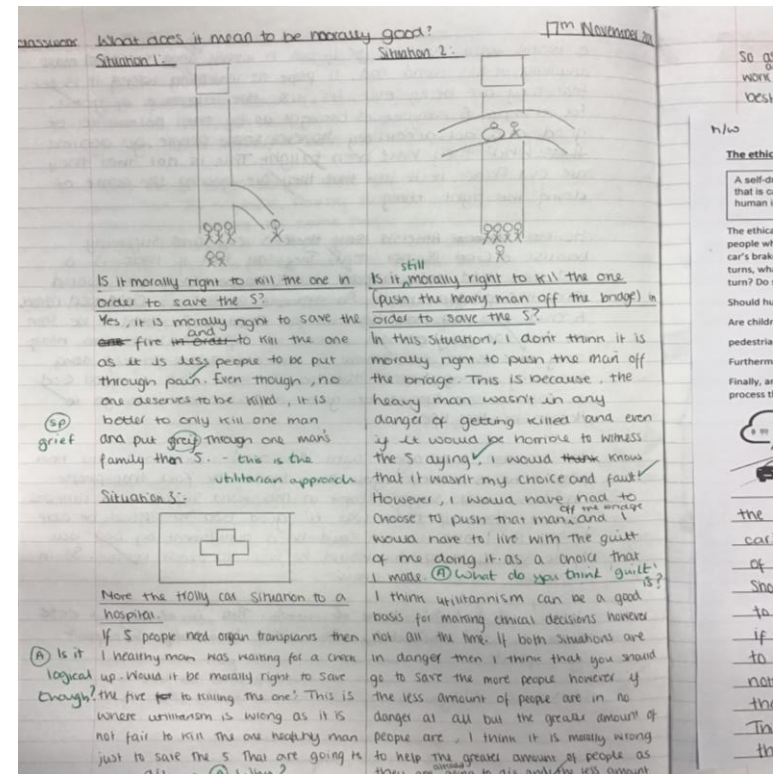
Clearly labelled as classwork or homework.

Date and title underlined using a ruler.

Illustrations drawn in pencil and if coloured, done in pencil crayon.

WE TAKE PRIDE IN OUR WORK IN R.E.

Pupils who take pride in their work consistently produce high quality work.



Use of knowledge organisers

For each unit of study, pupils have knowledge organisers stuck into their exercise books. These provide an overview of the knowledge and vocabulary for the unit. Pupils are expected to make use of these in their classwork and homework, and for revision.

Year 7 Key idea	The Hindu Dharma Essential knowledge for this unit	Expected prior knowledge What should you already know?	Vocabulary
Sanskrit Dharma 	Sanskrit Dharma is the more accurate name for the religion and way of life that is popularly called Hinduism. It is a belief system that began around 5000 years ago in India. The Hindu Dharma has evolved over time and there is a great deal of variation within the Dharma. It is the third largest religion with around 750 million followers.	In primary school you probably learnt about Hindu beliefs about God - you may have been told that Hindus believe in one God who can be understood through many different forms. You should have learnt about the Hindu festival of Diwali - the festival of lights. You should have thought about the symbol of light in many religions - as a symbol of hope and goodness. It is likely that you learnt about the story of Rama and Sita and how Sita was rescued from the 10-headed demon king (Ravana). In Y6 you should have learnt about samsara and karma - the Hindu belief that a person's actions in this life will influence the type of life they are born into next time. Hindus believe in reincarnation - the idea that each person has a soul which does not die, but is reborn into a new life when the physical body dies.	1. avatar 2. Brahman 3. Brahma 4. brahmin 5. cyclical 6. deity 7. Diverse 8. Incarnation 9. karma 10. Lakshmi 11. Mandir 12. Manifestation 13. Murti 14. Prosperity 15. Rama 16. The Ramayana 17. Sanatana Dharma 18. Shiva 19. Shrine 20. Svadharma 21. Trimurti 22. Vishnu
One 'God' in many forms	Hinduism teaches that there is one God (Brahma) with many forms. Brahman is the ultimate reality and is far too complex for the human brain to comprehend. Hindus understand Brahman through the many deities of Hinduism.		
The Trimurti	The 3 main aspects of Brahman are known as the Trimurti (tri = 3, murti = an image of God). These are: Brahma - the creator Shiva - the regenerator Vishnu - the protector		
Vishnu and avatars	Vishnu is believed to have visited earth in living forms (AVATARS) to destroy evil. Some avatars were in animal form, others were human. Rama and Krishna are the most well known and popular incarnations of Vishnu.		
The cyclical nature of time	According to Hindu philosophy, all things are subject to the law of samsara (the cycle of life, death and rebirth). The universe that we now live in was created from the energy of a previous universe. At some point this universe will end and a new cycle will begin. The role of the Trimurti is to uphold this cyclical universe.	Key beliefs and values dharma Means religious duty, but also refers to the Hindu code of conduct and way of life. Dharma may differ according to a person's life. A student will have a different dharma to a parent. A person can also have their own personal dharma - their svadharma Samsara leads most Hindus to believe in reincarnation karma The belief that actions in this life will have a consequence for a person's rebirth. Brahman Many people misunderstand Hindu beliefs about God. Hindus believe in one God who can be seen in many forms. The different forms of God are referred to as the deities. Brahman is often represented through the Aum symbol. Good and evil According to Hindu scriptures there is a constant struggle between good and evil, order and chaos, light and darkness. The deities are believed to uphold order whilst demons are said to be trying to disrupt it.	
Diwali	The Ramayana is a Hindu holy book and tells the story of Prince Rama and his wife Sita. They are banished to live in the forest for 14 years, but Sita is kidnapped by the demon king Ravana. With the help of the monkey general Hanuman, Rama and his brother Lakshmana rescue Sita and kill Ravana. They return home to the kingdom of Ayodhya, and Rama becomes King. Rama is no ordinary human; he is an avatar of the god Vishnu.		
Diwali	Diwali is known as the festival of lights because houses, shops and public places are decorated with small earthenware lamps called diya. The word Diwali comes from the Sanskrit word 'deepa' which means a row of lamps. One lamp is set to celebrate the story of Rama and Sita and symbolic good overcoming evil just as light overcomes darkness. They are also important because they help light the way for the goddess Lakshmi find her way into people's homes. The hope is that she will bless them with wealth and luck for the year ahead.		
Hinduism in Preston	According to 2011 census data, around 3% of the population of Preston identify as being Hindu (compared with 1.5% of the UK population). Preston has one of the first purpose built Hindu temples to be built outside of India. The Preston Gurdwara Hindu Society was formed in 1965 and used St Stephen's school in Brinsford as a place of worship. In 2000 they opened the newly built temple and community centre on South Meadow Lane. There is also the BAPS Swaminarayan Hindu temple which opened a new building in November 2015 after previously meeting in a former synagogue. Both temples are used as places for the community to gather and celebrate as well as places of worship.		

Year 7 example

God has the power to change evil and suffering so why doesn't he?

God is described as Omnipotent, Omniscient, Omnipresent, Omnibenevolent, transcendent, immanent.

cause problems when explaining the presence of evil and suffering

*learn all vocabulary terms

Abrahamic faiths believe that God is all-loving. If he is all-loving why is there so much suffering? Natural evil can't be prevented by humans. moral evil is caused by humans. Has been used as a scapegoat to blame for human wrongdoing. Christians believe that God has given humans the power to make our own choices. Gives a chance to prove faithfulness and loyalty. God has given humans a chance to get to the desired place.

Devil

metaphorical - symbolic term for humans to blame when things go wrong

GCSE Key idea: The Problem of Evil

1. The Problem of evil

2. Types of evil

3. Free will

4. The Fall

5. Redemption

6. Coping with suffering

Key Beliefs and Teachings

1. Original sin is an Christian doctrine that says that everyone is born sinful. This means that they are born with a built-in urge to do bad things and to disobey God. Some Christians believe that original sin is a wound created by a perfect God, and who people need to have their souls 'saved' by God.

2. Original sin is a condition, not something that people do. It's the natural spiritual and psychological condition of human beings, not their bad thoughts and actions. From a new-born baby who hasn't done anything at all it is damaged by original sin.

3. Some Christians believe that human beings can't save themselves from original sin. The only way they can be saved from its consequences is by the grace of God. Grace is defined as God's favour to someone which is undeserved (this is not the same as God's mercy, which is when we are granted a punishment which we do deserve).

4. He Augustine said that God created a perfectly perfect world. The existence of evil and suffering in the world is the result of human sin. God gave us free will and free will is used to do evil. Evil is simply when humans choose to turn away from God.

5. So because said that people need to suffer to become more like God. If God didn't allow us to suffer we could not choose to love because we can't really love it. According to Augustine, and also a valuable part of God's plan. Without the ability to choose evil or choose how we respond to evil and suffering, humans cannot grow and mature. Full allow us to develop the virtues that God desires.

6. When they are suffering, Christians pray and this is seen as a source of comfort. They may tell themselves that it is part of the plan, and that some good will eventually come out of this suffering. Christians might say that suffering is for a greater good - sometimes people need to suffer before they can learn the lessons that Jesus suffered before on the cross and so especially close to them in their time of suffering.

Vocabulary

1. Original sin

2. Grace

3. Free will

4. Fall

5. Redemption

6. Coping with suffering

Questions raised

1. The reconstructed Trinity: How can an all-loving, all-powerful God be reconciled with the existence of evil?

2. Augustine (St.) an early Christian theologian and philosopher

3. Commandment - rules given by God to guide people in how to live a good life.

4. Conscience - an inner voice or sense of right and wrong.

5. Crucifixion - the death of Jesus. A death penalty that was commonly used by the Roman Empire.

6. Devil - literally means a thing of evil. There are different Christian ideas about the Devil might be evil - professed wickedness and evilness, sometimes regarded as a supernatural force.

7. Resurrection (St.) - Christian belief and philosophy in the 21st century AD.

8. Morality - a sense of right and wrong.

9. Theology - an attempt to answer the questions of why a good God permits the manifestation of evil.

10. The reconstructed Trinity: How can an all-loving, all-powerful God be reconciled with the existence of evil?

11. It is possible that our human understanding of God's goodness is wrong? Maybe allowing evil is part of God's overall plan which leads to a greater good. Can we learn from suffering? How and why? What about those people who do not learn anything from suffering?

12. Is free will a good thing? Would it be better for God to have made humans without the ability to do evil? Would we give up our free will if it meant that no one would ever suffer?

13. Is natural evil actually evil? Would it be possible to live in a world where nothing ever went wrong?

14. How should we live as a 'good' life? What sources of authority and guidance might Christians look to when deciding what is morally right?

15. Do biblical teachings about morality have any relevance to life in the 21st century?

16. Is the idea of an ultimate reward/punishment system (heaven and hell) a good enough reason for evil and suffering to exist? Would an all-knowing God need to test us?

J.L. Mackie who is the inconsistent

only 2 sides can exist without the other

If 2 of the 3 exist, one left over can't be real.

Ex nihilo - out of nothing

Theodicy - attempt to answer the question of why a good God allows bad things to happen.

Irenaean theodicy and the absence of good

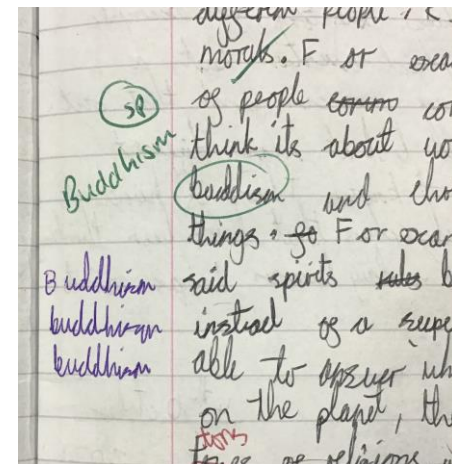
Suffering is soul making, it gives the soul to be fit for a place in heaven.

Year 10 GCSE example

Pupils should add their own notes to the knowledge organisers and use them routinely to support independent learning.

Marking and feedback in RE

- Pupils will receive feedback every fortnight, in line with school policy.
- This may be in the form of verbal feedback, live marking, whole class feedback or written comments from the teacher in pupil books.
- We have high expectations for all. Good work will be rewarded with Synergy points/praise postcards and it is expected that substandard work be resubmitted.
- Teachers are to use the marking codes (see next page) when annotating pupil work. Teacher feedback is given in green pen.
- Pupils are given routine opportunities to reflect on their work both prior to marking (using a red pen to make adjustments), and following feedback (using a purple pen to respond to Action points).
- Spelling errors are written out correctly three times. There will be a specific focus on subject specific vocabulary.



Marking of assessments:

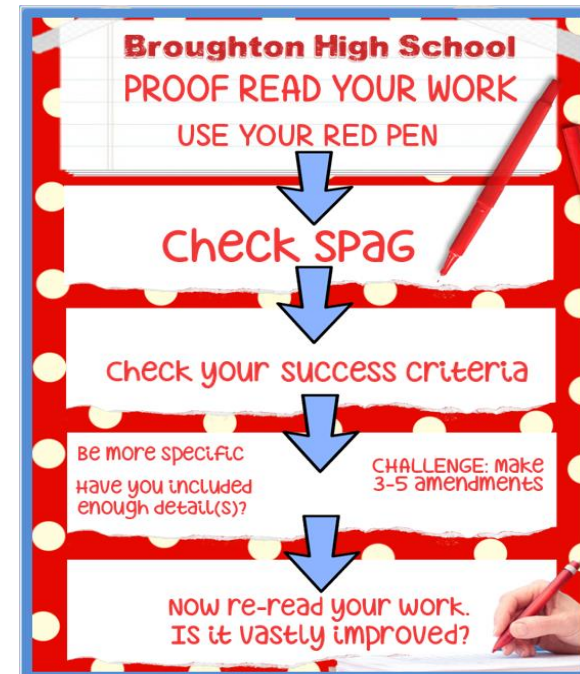
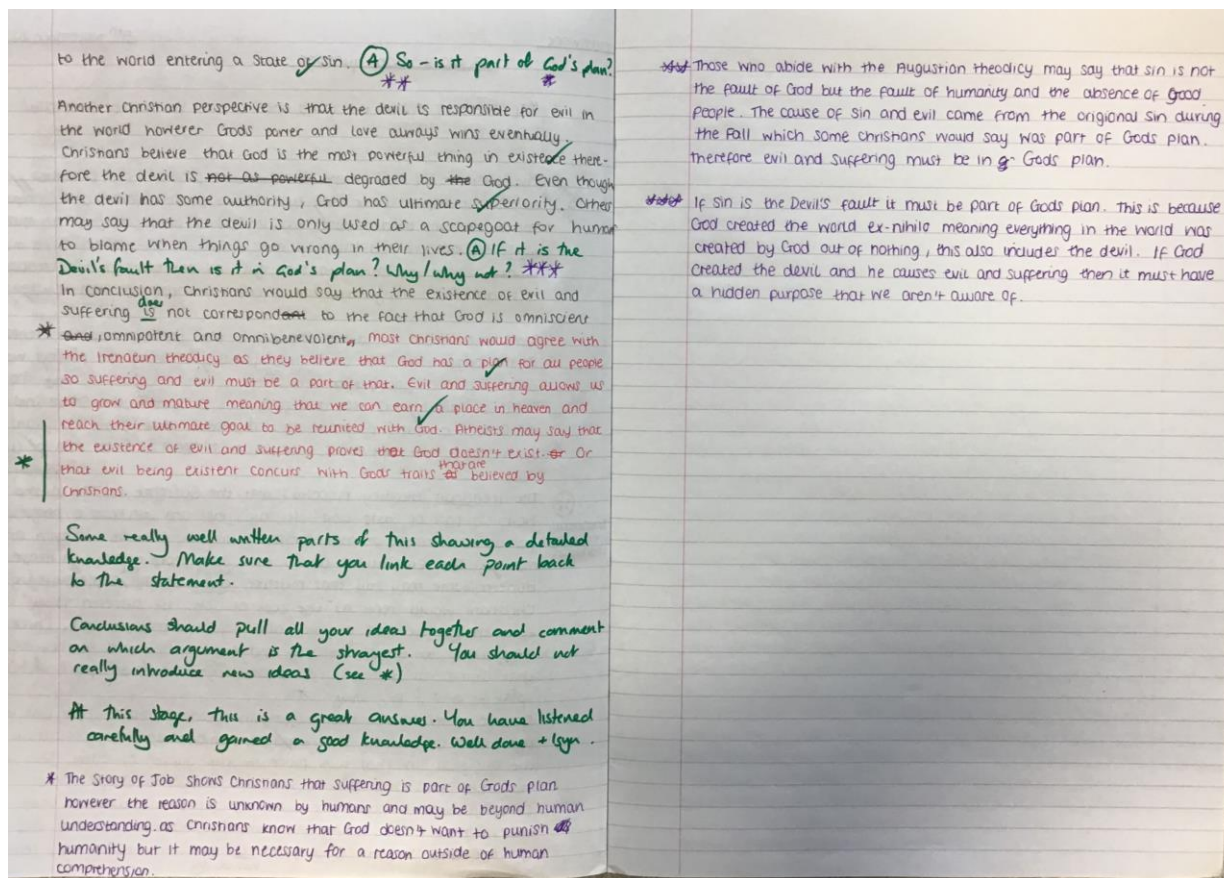
- In years 7, 8 and 9 pupils complete identified written tasks which are used to assess knowledge and understanding of the curriculum – and to monitor progress. Detailed whole class feedback is given in lesson, including sharing good examples and going over common misconceptions. Pupils make improvements to their work as a consequence of this feedback.
- GCSE pupils routinely practise exam questions which form part of the internal assessment process. As in KS3, pupils make improvements to their work based on feedback given. Some improvements will be made at a later stage of the course, when pupils may have gained more of the knowledge required to tackle the question in greater depth.
- Cumulative knowledge tests may be teacher/peer/self assessed as appropriate with corrections made in purple pen.

Use of marking codes

Pupils are expected to proof read and make corrections (in red pen) to their work before it is marked by the teacher. By the time it is marked, it should be the best work that the pupil can do.

Key pieces of work are identified for detailed teacher feedback.

Pupils then make improvements (in purple pen).





Whole class feedback

An example of whole class feedback

Praise/What went well:

Generally good knowledge of the importance of God in Christian life

References to the vows

Knowledge of what happens in a Christian wedding

Being able to support points with examples

SPaG errors:

Believe

Christian – not Christain

marriage

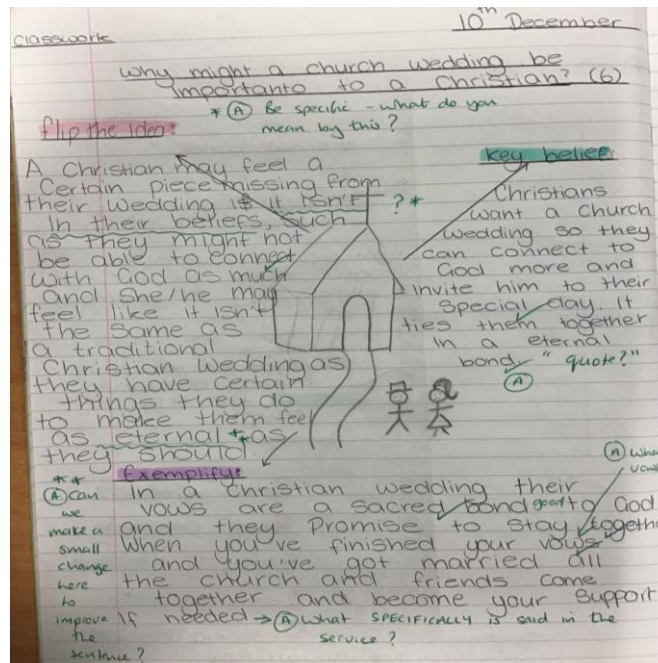
Presentation:

Generally good.
However, some answers were far too short – this question would be worth 6 marks in an exam. You should aim to write 12-15 lines.

Misconceptions:

That the marriage itself connect the couple with God.
HOW would it do this?

That the quote 'God is love' means God loves them.



Actions for improvement/ DIRT tasks:



Proof read – check that your points are clear.
Would someone who had not been in the lesson know what you mean?

Add specific teachings to support your points:
eg "A cord of three strands cannot easily be broken"



Targets for future work:

Make sure your answer is worth 6 marks.
It needs to be long enough. It cannot just repeat the same point in different ways.