

Year: 2

Term: Spring 1

Intended learning outcomes:

Children will be able to:

- Step 1** simply describe what *remembering* means
- Step 2** simply describe ways in which Hindus *remember* Vishnu at Holi
- Step 3** in simple terms, discern something of the value of *remembering* for Hindus in the celebrations and devotions paid to Vishnu
- Step 4** express creatively ways in which they *remember* events or people
- Step 5** recognise how their responses to *remembering* relate to their own and other's lives

Informed by end of Year 2 age related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 talk about *remembering* in the story
- 2 complete the writing/bullet points
- 3 sort/discuss order of cards.
- 4 Share their own ways of *remembering*.

Children to record evidence individually in their books.

Unit to cover 6 hours

Theme/Unit: *Holi*

Key concept: *Remembering Vishnu*

Sequence of activities:

Step 1 – Inquire – *Who is remembered in the story?*

- Tell the pupils that they are going to hear a very special story which is ancient and treasured and told by many Hindus.
- Tell or read the story.
- Ask the pupils to think about the parts of the story they liked, disliked or found puzzling. Discuss them.
- Act out the story with the pupils.
- Discuss: *Who was good in the story? Was it important for Prahlad to remember Vishnu? Why?*
- Discuss: *What does remembering mean?*

Step 2 – Contextualise – *How do Hindus remember Vishnu?*

- Ask the pupils to close their eyes and think about Vishnu in the story. Encourage them to imagine Vishnu. *Is he old or young, large or small, happy or sad? What is his personality like? Is he powerful, dangerous, loving, kind, frightening?*
- Pupils can think of words to describe him and share their ideas. *How might these qualities be shown in a picture? Pupils can paint or draw Vishnu and display the results alongside written descriptions* (remembering that children from some religious backgrounds will not draw God or religious figures, for example children who are Muslim).
- Show the pupils images of Vishnu. This picture helps Hindus to *remember* Vishnu.
- Show a picture of a shrine to Vishnu and explain how Hindus remember Vishnu's goodness when they go to the shrine and pray to him and think about him.
- Arrange some aspects of the Holi celebration for pupils, e.g.: visitor in to talk about Holi, throw powder paint as part of the celebration to remember Vishnu. (*Mrs Amarula*)
- Discuss with the pupils which parts of the celebrations might help people remember that Vishnu is a special and wonderful God and that he made good things happen.

Step 3 – Evaluate – *Do the Hindu shrine and Holi celebrations help Hindus remember Vishnu?*

- As a whole class led by teacher or in small groups, sort cards in order of priority (see *Holi* booklet for cards). *Record photos in book.*
- Discuss the different priorities pupils identify.
- *If Hindus were not allowed to go to the shrine or celebrate Holi, how would they feel? Would they forget Vishnu? What else could they do to remember him?*

Step 4 – Communicate – *What do pupils have to help them remember someone?*

- Teacher model from own experience and explain – a card, a photo, a gift, an anniversary celebration, that helps him/her to remember someone good.
- Pupils bring to school items and/or talk about ways they remember someone good. Draw and annotate.

Step 5 – Apply – *When do we remember and why?*

- Discuss: *Do we remember all the time? When? Are there special times when we like to remember someone good? Would it matter if we forgot? Why/why not?*

Resources:

- Sunshine Religious Stories: *The story of Prahlad*, by Cole and Lowndes (Heinemann).
- Images of Vishnu.
- Items for a shrine to Vishnu.
- Items for Holi celebrations.
- *Holi* booklet available from the RE Centre (Tel 01962 863134)
- *Holi* topic box from RE Centre.

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their knowledge of and respect for different people's faiths, feelings & values.

Moral: developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks

Children will know that:

- **Holi** is a 2 day **Hindu festival** in the Spring
- On the first day people light bonfires and **remember** the story of **Prahlad**, the son of a **demon king**
- **Prahlad** was devoted to the **Hindu God Vishnu** and **worshipped** him instead of his father
- The **demon king's** sister **Holika** tried to kill **Prahlad** in a fire, but her protective cloak flew off and protected **Prahlad** instead of her
- The story **remembers** good overcoming evil
- On the second day people throw coloured paint
- Many **Hindus** play music, dance, retell the story, throw paint and share sweets