

# What do my senses tell me about the world of religion and belief?

## (Intention) What we intend to cover in our learning: (Topic web of concepts here)

### Engage

Session 1: Have a bar of chocolate ready and ask for 6 volunteers. Five children are going to explore the chocolate using only one sense each and one child will use all their senses. Sight-Looking at the chocolate (no touching and holding their nose). Touch -Touching the chocolate (blindfolded and holding their nose). Smell -Smelling the chocolate (blindfolded, but no touching). Sound -Listening to the rustle of the packet (blindfolded and holding their nose). Taste -tasting a piece (blindfolded and holding their nose). The final child will explore using all their senses. Encourage each child to describe their experience of the chocolate (they might need some questions to prompt them), and then ask the class which child they think had the best experience of the chocolate. Explain that in Hinduism it is believed that to have the best experience of worshipping God, it's good to use as many senses as possible.

### Enquire and Explore

Session 2: Look at a picture of a Hindu shrine. Collect questions from the children. Focus them on the key question e.g. Do they have questions linked to religion/belief from what they have seen in the picture? e.g. Do they worship an elephant? Are the flowers for the elephant? Who will eat the fruit? What is the bell for? Etc. Now watch the video: <https://www.reonline.org.uk/resources/charlie-and-blue-hear-all-about-hindu-worship/> Collect questions again – remember to focus on key question.

Session 3: Look in detail at the Puja. Murti: an image of God. Bell: to let God know they have come to worship. Arti lamp: with five wicks to offer to God, and then receive blessings. Water container and spoon: to offer life-giving water to God. Kumkum powder: used to make a red mark on the murti and also on people's foreheads as a sign of God's blessing. Prasad: food for sharing that has been blessed; usually sweets or fruit

### Evaluate

Session 4: Can they answer the questions from the **Enquire and Explore** stage.

Give a simple reason using the word 'because' when talking about religion and belief. Ask the children to write sentences to each picture of the different features of a Hindu shrine or match pictures and phrases together using key words.

### Express

Session 5: Create a sensory trail designed to welcome guests into the classroom and explain Hindu puja to them. Encourage the children to include something for each all the five senses in their welcome, and to explain why they have chosen their items and why they think that all five senses should be involved in their welcome.

**(Implementation) Key words I will use and need to know:**

Because	Sense	Worship	Murti	Art Lamp
Belief	Reason	Religion	Hindu	Shrine
Kumkum powder		Prasad	Puja	

**(Implementation) Key information we will learn:**

- ✓ The five senses (see, hear, smell, touch, taste)
- ✓ Worship practices, e.g. Hindu Puja
- ✓ Visual art, e.g. Murti / Image of Hindu God
- ✓ Artefacts, e.g. Art Lamp has five wicks one for each blessing
- ✓ Smell – incense is used as part of Hindu worship at a shrine
- ✓ Taste – food such as fruit is left at the shrine as an offering to the Gods

**(Implementation) Things to do and find out at home:**

- **What is a Hindu temple and do they look different around the world?**
- **Research Hindu sweet treats and have a go at making some!**
- **Draw a picture of a Hindu God, try to get all of the detail in your picture right.**
- **Go on a senses walk and make a list of what you see, hear, smell and feel.**

## (Implementation) Some key information you can find more out about:

- ✓ The five senses (see, hear, smell, touch, taste) explore each one here: <https://selmar.edu.au/2017/11/exploring-five-senses-children/>
- ✓ Worship practices, e.g. Hindu Puja – watch the short BBC video on this here: [www.bbc.co.uk/bitesize/clips/zh2hyrd](http://www.bbc.co.uk/bitesize/clips/zh2hyrd)
- ✓ Visual art, e.g. Murti / Image of Hindu God, read about Murti here: <https://kids.kiddle.co/Murti>
- ✓ Artefacts, e.g. Arti Lamp has five wicks one for each blessing, information about Arti can be found here: <https://www.britannica.com/topic/arti>

## (Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Ask “I wonder ...” questions about the world around us.
- ✓ Use our senses to investigate worship in different religious traditions.
- ✓ Use our senses to justify a belief that they hold.

## (Impact) The RE Age Related Expectations we will cover and be assessed against:

### Philosophy

	Year 1	Year 2
<b>A. The Nature of knowledge, meaning and existence</b>	Ask questions about the world around them and talk about these questions.  Begin to make connections between using their senses and what they know about the world around them.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.  Talk about what people mean when they say they 'know' something.
<b>B. How and whether things make sense</b>	Give a simple reason using the word 'because' when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word 'because'.
<b>C. Issues of right and wrong, good and bad</b>	Using religious and belief stories to talk about how beliefs impact on how people behave.	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.