

Enquiry: Who is God to Sanatanis?

Theme: Brahman as one supreme being in everything and everywhere.

Learning Intention: I can start to explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything

I can apply this knowledge to the enquiry question

Bridge concept: Different parts of one person

Resources:

Jigsaw Charter

Jigsaw RE Journals

Owl

Eggs are shown on the slide, but if the teacher could have a real egg and a glass bowl to break it into so that the children can see the insides, this would be more effective. Be aware of allergies.

Salt, water, teaspoon and a glass.

Key Vocabulary:

Aspect

Atman

Brahman

character

deity

face

God

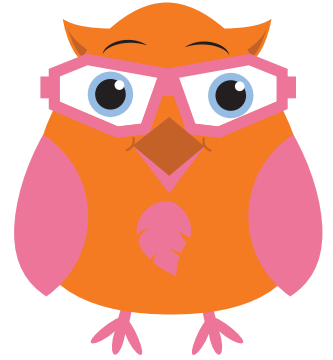
personality

role

supreme

Sanatana Dharma

Sanatani



Teaching and Learning

Jigsaw Charter

Slide 1: Remind children of the Jigsaw Charter (displayed on wall)

Connect our learning

Slide 2: Think about the cubes we made last week. Share with the person next to you, one thing that you identified about yourself that they may not know. Ask the children to think about how one person can show different aspects of their character to different people or in different situations.

Open my mind

Slide 3: Picture of a whole egg then the yolk/white/shell (If teacher has a whole egg, they could break it into a glass bowl at this point so the children can see all the parts and pass it around).

Ask the children to think about the parts of an egg. If we look at the whole egg, do we automatically know there is a white and a yolk inside? Would everybody know this? Is the white still part of the egg although it looks different to the eggshell and the yolk?

Ask me this...

What do you know about what is inside you that others might not see?

What might you know about a whole egg that isn't immediately visible from the outside?

Are they all parts of the egg?

Tell me or show me and let me learn

Introduce the enquiry question with **Slide 4**: Explain that in this enquiry we are going to think about a religion that some people may refer to as Hinduism, but that we are going to learn the correct name for it, which is **Sanatana Dharma**. Some people may call its followers Hindus but we are going to use the name Sanatanis.

Slide 5: Learning Intentions for this lesson: During the next few pieces, we are going to learn what Sanatanis believe about God. Their name for God is **Brahman** (ask the children to repeat this vocabulary to ensure they understand it). We are going to look at their beliefs in Brahman in this piece and then move onto how Brahman can represent himself or be represented in different ways, in exactly the same way that we thought about ourselves when we made our cubes.

Slide 6: Owl asks, "What has this got to do with an egg?"

Ask the children to think about their answers to the questions we asked in Open My Mind. Eggs have different parts but they still make up one egg.

What if I boiled an egg? Would it still be an egg? What if I mixed all the different inside parts up and made an omelette? Would we still say it was made of egg?

What else is special about eggs? Take children's ideas. Some may know about life cycles including eggs.

Slide 7: Eggs start life. They often contain that spark of life that starts a lifecycle. Think about the life cycles of some of the animals the children may know about (example given on the slides are egg, chicks and chickens; butterfly eggs, caterpillars and butterflies; eggs, baby turtles and full grown turtles).

Slide 8: Just as we know that eggs often start off the life of an animal, Sanatanis believe that Brahman is the spark of life. There is a spark of Brahman in every person and this is called their Atman.

Slide 9: Brahman – one supreme being which is in everything and everyone. How can Brahman be everywhere and in everything?

Does anybody know what Sanatanis call God?

How does this relate to eggs?

What is special about eggs?

What animals do you know that start life as an egg?

How can Brahman be everywhere and in everything?

Pause Point

Have a Pause Point by holding up the Owl with wings aloft (and/or by using Slide 10)
Invite children to take 3 deep breaths, in through the nose and out through the mouth
Ask: Can you feel the air going into your body and coming back out? How does it feel?
Is this the same air that your friends are breathing? What about animals around the world? Do we all breathe the same air?

Explain to the children that because Brahman is a “supreme being” he is like the air. Supreme means Brahman is the greatest or the most important. (Make links to superheroes so that children see the connection within the words). He can be inside everything living thing and in every space because he is God. Sometimes we can’t see the things that are inside people, animals or things, just like people can’t see inside the cubes we made. We know that we breathe in the air but we can’t see it.

Take the glass and fill it with water in front of the children. Ask the children to tell you what is in the glass. (It might help if the water is a little warmer than cooler to help the salt dissolve).

Now take the salt and measure out a teaspoon. Ask the children what they think will happen if you stir the salt into the water (they may or may not know it will dissolve).

Stir the salt into the water until it cannot be seen any more. Pass the glass around the circle asking the children to see if they can “see” the salt in the water or whether they just “know” or “believe” it is in there because they saw the teacher add it to the glass.

Ask for a volunteer to taste the water. What does it taste like? Does that tell you that the salt is in there?

Make the links to the belief in Brahman. A Sanatani not be able to see that Brahman is in everything, but like the salt in the water, Sanatanis believe that he is. The salt is Brahman and the water is the world.

(The children could carry out this activity at their tables with small cups of water if the teacher wishes this to be more interactive).

Help me reflect

Using the owl, support the children in sitting quietly and take a few breaths to calm and consider their reflection.

I would like you to sit comfortably, close your eyes and take 3 deep breaths.

Think about how every living thing contains a spark of life.

Use slide 11 to explain and invite children to complete the ‘Today’s Learning’ self-assessment activity by colouring the appropriate owl. Stick sheet in Jigsaw RE Journal.

Do we all breathe the same air?

What does “Supreme” mean?

What is in the glass?

What will happen if I stir in salt?

What does it look like?
Can you see the salt?
What does it taste like?