

Enquiry: Who is God to Sanatanis?

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

Learning Intention: I can say some of the different roles I take in life

I can remember some Sanatani beliefs about Brahman

I can say how these beliefs might impact the life of a Sanatani

Bridge concept: Different parts of one person



Resources:

Jigsaw Charter

Jigsaw RE Journals

Owl

Activity sheet printed 1 per child – it would give the children more space to draw and write if these were photocopied onto A3

Key Vocabulary:

Brahma

Brahman

Shiva

Vishnu

Teaching and Learning

Ask me this...

Jigsaw Charter

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

Connect our learning

In a circle, play “Whispers” to remind children of previous learning.

Teacher to start and model stem sentence of “Sanatanis might believe...” out loud then add on something from this enquiry in a whisper to the child next to them (e.g. Sanatani might believe Brahman is in every living thing) and see if it can make it round the circle so that the last child can say it out loud. Repeat several times asking different children to share their ideas. Teacher to repeat or correct the answers as they are said out loud and remind children of any gaps they may have.

What might Sanatani believe about God/ Brahman?

Open my mind

Slide 2: of the deities we have thought about in this enquiry and Owl asking, “How might a Sanatani treat living things?”

What are these pictures showing?

Tell me or show me

Slide 3: Enquiry Question

Discuss children’s answers to the enquiry question. Draw out that Brahman is the one God who is everywhere and in everything, but that Sanatanis might choose to worship him through his many different roles and ways of appearing.

Slide 4: What difference do you think this belief might make to how a Sanatani might treat living things? Ask the children to look at the pictures for a moment.

<p>Pause Point</p> <p>Have a Pause Point by holding up the Owl with wings aloft (and/or by using Slide 5)</p> <p>Invite children to take 3 deep breaths, in through the nose and out through the mouth</p> <p>Ask how people sometimes react towards animals such as spiders and insects like flies and wasps. Do we/they always treat them with respect?</p> <p>Now think how some Sanatanis might feel if they believe that even a fly, spider or wasp has a spark of life from Brahman in it. Would they step on it or kill it? Or would they try to treat it gently and respectfully?</p> <p>Discuss how some Sanatanis might be vegetarian because they do not want to kill a living thing for food for the same reason.</p>	<p>How might a Sanatani live if they believe Brahman is in everything?</p>
<p>Let me learn</p> <p>Slide 6 of the activity sheet. Explain to the children that, in the same way as we made our cubes about ourselves in piece 1, we are going to make a cube showing some of the different aspects of Brahman. Model how they might complete this (they have free choice as to which deities they choose to draw and label). You may like to complete the first two areas one step at a time with the children before allowing them to draw and label the deities they choose.</p> <p>Explain that they need to put into their own words what Sanatanis might believe about Brahman in the first box.</p> <p>In the red box which goes straight across, they need to explain how believing that Brahman is everywhere and in everything might impact on a believer's life.</p> <p>They can then choose which deities they draw and label in the lower two boxes.</p> <p>It would support the children to show slide 2 while they are completing the activity sheet so that they can refer back to the pictures and spellings of the deities they have studied.</p> <p>When the sheets are completed, they can be cut out and children can make them into cubes.</p> <p>Bring the children back together. Compare the roles of Brahman with some of the roles the children might have (they could look at their cubes from piece 1 as a comparison). This discussion will allow the teacher to assess the green objective for this lesson.</p>	<p>Which deities will you choose?</p> <p>How are these roles similar to your roles? What jobs do you have?</p>
<p>Help me reflect</p> <p>Using the owl, support the children in sitting quietly and take a few breaths to calm and consider their reflection.</p> <p>I would like you to sit comfortably, close your eyes and take 3 deep breaths.</p> <p>Think about how we might treat living things with respect and care.</p> <p>Use Slide 7 to explain and invite children to complete the 'Today's Learning' self-assessment activity by colouring the appropriate owls. Stick sheet in Jigsaw RE Journal.</p>	