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| **Year group: Y3 Term: Spring 1 Date: Class:** |
| **Why do Hindus want to collect good karma?** |
| **Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:** |
| **Working towards:** | **Expected:** | **Greater depth:** |
| These pupils are beginning to grasp the concept. They may talk about the kind of actions expected from a Hindu child – such as kindness. They may remember detail from their stories. However, they do not make the link to karma as a core Hindu belief without support.  | Pupils explain the Hindu concept of karma as actions always having consequences. That good choices have good results. They may refer to the game of snakes and ladders in their explanations or other practical examples e.g. how karma influenced Gandhi. They know that even Hindu children must learn to take responsibility for gathering good karma and give examples of how they do this or what they might learn from one of their stories about living the right way. Pupils describe know Hindus are encouraged to perform acts of selfless kindness and can give examples of what this looks like e.g Sewa day activities. **Ultimately, pupils understand the key idea from this unit:***Hindus take responsibility for gathering good karma and living the right way.*  | These pupils have an excellent grasp of karma within the context of Hindu belief. They understand the concept has a place within a wider system of belief and can make some reference to this in their understanding e.g samsara, reincarnation, and moksha. The topic prompts them to ask big questions about life.  |
| **Names****<when assessed, list names of children in class here>** | **Names****<when assessed, list names of children in class here>** | **Names****<when assessed, list names of children in class here>** |
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