



# Hindu Dharma

# Key Stage 1

## Key Question 1: Why are these words special?

### Most pupils will be expected to:

- Show awareness that some books are special
- Identify the **Bhagavad Gita** and the **Ramayana** as books which are special to Hindus
- Ask questions about the child **Krishna** and some stories connected with him

### Suggested areas of study

- Recognise that some stories are good to listen to time and time again so that we know them well
- Recognise the **Bhagavad Gita** and the **Ramayana** as special books for Hindus
- Respond to stories about child **Krishna** who was often mischievous but always loved

### Links and suggested activities

- Talk about their favourite stories which they enjoy hearing again and again:
  - Why is this?
  - What makes it a good story?
  - Who is their favourite character?
- Look at copies of the **Bhagavad Gita** and the **Ramayana** and hear about the special way Hindus treat them
- Watch a video telling a story about **Krishna** as a child and re-enact the story using Playmobile, or dress up and role play the story themselves
  - Talk about times in their lives when they have been mischievous, or had an adventure, and how this felt

### Skills and attitudes

- Appreciation and wonder
- Understanding of a different faith.
- P4C
- British Values

### Cross curricular links

- English
- Drama
- PSHE
- Art
- SMSC

### Websites/Publications

- Useful Hindu Dharma websites (KS1, 2 and 3) – please see page 108.
- Useful Hindu Dharma publications (KS1, 2 and 3) – please see page 116
- Acronyms used within this section – please see page 108



# Hindu Dharma

## Key Stage 1

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Show awareness of the Hindu home as a special place for Hindu families
- Identify the home **shrine** as a special place set apart in Hindu celebrations
- Recognise that families often do special things together at home and that in a Hindu family this means worshipping
- Begin to recognise that the **Mandir** (temple) is a special place for Hindus
  - show awareness of some of the things Hindus might do when they visit the **Mandir** (temple)
- Recognise rituals (religious or non-religious) in their own lives

#### Suggested areas of study

- Discuss some of the important things families do together at home
- Ask questions about what Hindu families do when they worship at the home **shrine**
- Identify the **shrine** as special to Hindus
- Learn about the **Mandir** (temple) as a special place for Hindus and find out what Hindus do there, and why
- Recognise special routines, rituals and places in their own lives and link this with the **Mandir** (temple) as a special place for Hindus

#### Links and suggested activities

- Talk about their own families eg where their families came from and where they have relatives, and link this to extended Hindu families (often extended families live in one home)
  - Look at a world map and locate India and UK
- Look at photographs of Hindu **shrines** in homes and find out what they are for and what people do with them
  - watch a video of a Hindu family and their home **shrine**
- Talk about special things they do at home with their family
  - handle some artefacts associated with worship at home
- Watch a video about Hindu worship at a **Mandir** (temple) and write senses poems about what they might be able to see, hear, smell, taste and feel if they were there
  - look at a variety of pictorial representations of **Mandir** (Hindu temples) noting important features, eg sculpture, colour
  - visit a local **Mandir**
- Talk about any routines or rituals they might have, these might be connected to worship or they might be simple bedtime routines, morning routines, and so on
  - talk about special places they visit with their family outside their immediate home environment eg a park, a community building, a place of worship
  - Why do they visit their special place?
  - What happens there?



# Hindu Dharma

# Key Stage 1

Key Question 2 contd: **Why are some places special?**

### Skills and attitudes

- Investigation
- Understanding of a different faith
- P4C
- British Values

### Cross curricular links

- English (Explanation)
- PSHE
- Art
- DT
- SMSC



# Hindu Dharma

## Key Stage 1

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Begin to recognise that Hindus' behaviour towards each other is guided by the values and qualities which some Hindu stories identify as important
- Begin to recognise that community celebrations eg festivals, weddings, are an expression of faith
- Recognise celebrations of their own which they enjoy with others, as members of a group

#### Suggested areas of study

- Ask questions about the life of **Rama** and how it has set an example of behaviour for Hindus
- Show an awareness of some celebrations in the Hindu faith community eg the festival of Janmashtami (**Krishna's** birthday)
- Recognise that family celebrations eg weddings can be a sign of faith
  - Recognise the importance of celebrating special events with others, collectively

#### Links and suggested activities

- Listen to the story of **Rama** or watch a video. Act parts of it out and list his qualities eg brave, loving
- Listen to stories of how some Hindus celebrate key festivals eg Janmashtami, and look at video extracts and pictures
  - How and why are people celebrating?
  - Talk about times when they have celebrated with others, as part of a group
  - Talk about why celebrations are often public, rather than private, and about how it feels to belong
- Discuss the main features of a Hindu wedding eg clothes, jewellery, and the ceremony
  - Try decorating their own hands, or a picture of hands, in a similar way.
  - Interview a Hindu visitor about any weddings or festivals they have enjoyed

#### Skills and attitudes

- Investigation
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- Art
- English
- Drama
- PSHE
- ICT
- SMSC
- Citizenship



# Hindu Dharma

# Key Stage 1

## Key Question 4: Why are some times special?

### Most pupils will be expected to:

- Show awareness of some Hindu celebrations and respond thoughtfully to these
- Recognise occasions involving celebrations of friendship or light

### Suggested areas of study

- Ask questions about the festival of Raksha Bhandhan when sisters tie on **Rakhi** (decorative thread) on brothers' right wrists, and the festival of **Divali**
- Identify special times in their own lives which celebrate friendship or light

### Links and suggested activities

- Make **Rakhi** for friends and talk about why it is important to let people know they are valuable
  - Make rangoli patterns (symmetrical patterns on isometric paper)
- Talk about celebrations children have experienced which involve light e.g. candles on a birthday cake, lights on a Christmas tree, fireworks night. Talk about why light is important
  - Listen to the stories connected with **Divali** (**Lakshmi** and the **Ramayana**) and make divas to decorate the classroom

### Skills and attitudes

- Appreciation
- Awe and wonder
- Interpretation
- Explanation
- Understanding of a different faith
- P4C
- British Values

### Cross curricular links

- English
- Art
- DT
- Mathematics
- Drama
- SMSC



# Hindu Dharma

## Key Stage 1

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Suggest meanings to be found in the story of **Diwali**
- Recognise the significance of some of these themes in their own lives

#### Suggested areas of study

- Begin to recognise the importance of some of the themes which run through Hindu stories
  - Ask questions about the story of **Diwali** and its meaning
- Talk about things in their own experience which correspond to the themes in the story of **Diwali**

#### Links and suggested activities

- Listen to the story of the celebration of **Diwali** and look at pictorial representations
  - Act out parts of the story and talk about the attributes of each character:
  - Who is good and who is bad?
  - What makes **Rama** and **Sita** good?
  - How might a Hindu want to be more like **Rama** or **Sita**?  
How could we be more like them?
- Make a classroom frieze telling the story, adding words at key points to explain the important themes e.g. 'good wins', '**Rama** is brave', '**Sita** is loyal'

#### Skills and attitudes

- Appreciation
- Awe and wonder
- Interpretation
- Application
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English (Explanation)
- Drama
- Art
- PSHE
- ICT
- SMSC



# Hindu Dharma

# Key Stage 1

## Key Question 6: How do I and others feel about life and the universe around us?

### Most pupils will be expected to:

- Recognise the Hindu belief in **Karma** and ask questions about good and bad actions
- Begin to recognise the Hindu belief in reincarnation and the cycle of life
- Show an awareness that people believe different things about life after death

### Suggested areas of study

- Identify the difference between good actions and bad actions
- Recognise why doing good actions matters to Hindus
- Show an awareness of Hindu beliefs about the cycle of life and that these are different from most western views

### Links and suggested activities

- Discuss scenarios of:
  - Good deeds, eg being helpful, honest, trustworthy and the reward for being good
  - Bad deeds, eg telling lies, stealing and the sanctions associated with them; relating these to the Hindu belief in **Karma** and re-birth
- Design posters which convey Hindu beliefs about the cycle of life, death and rebirth

### Skills and attitudes

- Awe and wonder
- Application
- Enquiry
- Understanding of a different faith
- P4C
- British Values

### Cross curricular links

- English
- Drama
- PSHE
- Art
- ICT
- SMSC



# Hindu Dharma

## Key Stage 2

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Describe the impact of sacred stories on Hindus
- Apply the ideas found in Hindu stories to their own life

#### Suggested areas of study

- Hear some key Hindu stories and describe the ideas and beliefs which they convey and which matter to Hindus
- Make links between some of these themes and experiences/beliefs of their own

#### Links and suggested activities

- Read or watch a video of various Hindu stories eg stories about God in different forms:
  - **Ganesha**
  - **Hanuman**
  - the **Avatars** of **Vishnu**
  - stories from the **Ramayana**
  - Select suitable stories to transpose into play scripts or to depict in different art forms
- Talk about the key ideas and beliefs which these stories convey
  - Talk about similar beliefs or experiences of their own.
  - Draw scenes from the stories, matching them with scenes from real life

#### Skills and attitudes

- Appreciation
- Awe and wonder
- Explanation
- Application
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English
- Art
- Drama
- PSHE
- SMSC

#### Websites/Publications

- Useful Hindu Dharma websites (KS1, 2 and 3) – please see page 108.
- Useful Hindu Dharma publications (KS1, 2 and 3) – please see page 116
- Acronyms used within this section – please see page 108





# Hindu Dharma

## Key Stage 2

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Describe the impact of a Mandir (Hindu temple) as a special place for Hindus
- Use their senses to reflect on a Hindu's experience of worship
- Use religious vocabulary to describe some sacred Hindu sites and their history and importance to Hindus

#### Suggested areas of study

- Investigate the Mandir (Hindu temple) as a special place for Hindus
- Reflect on what Hindus might be experiencing when they worship
- Find out about places of Hindu pilgrimage eg:
  - **Gangotri** (source of the **Ganga**)
  - **Varanasi** (meeting of the three sacred rivers: **Ganga, Yamuna** and **Saraswati**)

#### Links and suggested activities

- Visit a **Mandir** (Hindu temple) and / or interview a Hindu about the way they worship at home
  - Draw and describe the use of artefacts used in the **Puja**
- Look at photographs or watch a video of Hindu worship and discuss the involvement of the five senses e.g. bell, lamp, incense, flowers, fruit offerings. Write a 'senses poem' or create sensory displays to convey the experience
- Look at a map of India and trace the major rivers from their source to the mouth
  - Talk about rivers being sacred for Hindus and hear some Hindu stories about **Ganga** (the sacred river Ganges)
  - Look at pictures of places of Hindu pilgrimage and ask questions about what people are doing there

#### Skills and attitudes

- Appreciation
- Awe and wonder
- Investigation
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English
- Art
- Science
- Geography
- DT
- SMSC
- Citizenship



# Hindu Dharma

## Key Stage 2

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Describe the Hindu belief of one God in many forms
- Make links between this belief and how Hindus behave towards each other
- Apply examples of Hindu behaviour to their own lives
- Describe some of the points on their own journey of life which might be marked by milestones
- Describe some Hindu milestones
- Suggest ways in which children are members of different communities and how this is expressed

#### Suggested areas of study

- Find out about some key ways in which God is described in Hindu **Dharma**
- Describe parts of the **Bhagavad Gita** and its impact on Hindus in terms of belief and behaviour
- Describe how this might inspire or influence their own behaviour
- Reflect on important milestones in their own life
- Describe key events in the life of a Hindu eg
  - Birth ceremonies, including the baby's first haircut (Mandan)
  - A wedding
- Make links between belonging to a community and sharing in the expression of this, using and identifying examples from their own lives

#### Links and suggested activities

- Look at pictorial representations of **Brahma** the Creator, **Shiva** the Destroyer and **Vishnu** the Preserver
  - Use books and ICT to find out about and label the symbolic features
- Discuss some of the key messages of the **Bhagavad Gita** eg
  - Fulfilling purpose of life on earth without any expectations
- To produce a poster illustrating a specific situation in their own life
- Make a story map of their own lives
- Talk about the significance for Hindus of the first haircutting ceremony and/or a wedding ceremony
  - Make a Hindu invitation card inviting family members to the occasion, explaining why it is an important time
- Talk about any groups or communities they belong to and identify ways in which this is expressed eg
  - Wearing a uniform
  - Eating together
  - Shared activities
  - Mark on a world map countries with a large Hindu population, with particular reference to areas where natural disasters may have recently occurred.
  - Talk about what it might mean to belong to a global community



# Hindu Dharma

# Key Stage 2

## Key Question 3 contd: **How can faith contribute to Community Cohesion?**

### **Skills and attitudes**

- Investigation
- Application
- Understanding of a different faith
- P4C
- British Values

### **Cross curricular links**

- ICT
- English
- Drama
- Geography
- Art
- SMSC
- Citizenship



# Hindu Dharma

## Key Stage 2

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Describe the ways in which some Hindu festivals are celebrated and the impact they have on Hindu believers
- Apply these examples of celebration to their own lives and describe what inspires them to celebrate

#### Suggested areas of study

- Find out about the spring festival of Holi and its impact on Hindu people.
  - Describe what happens at 'Raksha Bandhan' and describe its impact on Hindu brothers and sisters
- Make links between the themes of these festivals and times of celebration in their own lives

#### Links and suggested activities

- Listen to or watch a video of the story of Prahlad and Narasimha
  - Imagine they are Hindu and write a letter to a friend describing the celebration of Holi eg playing with the coloured powders/water, and why the festival matters
  - Discuss the life long importance of Raksha Bandhan for brothers and sisters and the specialness of a Hindu family
- Talk about how these themes might relate to their own lives

#### Skills and attitudes

- Application
- Understanding of a different faith
- British Values

#### Cross curricular links

- English (Letter writing)
- Drama (Role Play)
- PSHE
- DT
- Art
- SMSC



# Hindu Dharma

# Key Stage 2

## Key Question 5: What can be learnt from the lives of significant people of faith?

### Most pupils will be expected to:

- Describe some aspects of the life and teachings of **Mohandas Gandhi** and describe his impact on Hindus today
- Apply some aspects of **Mohandas Gandhi's** teaching to their own lives and talk about why it might be inspiring

### Suggested areas of study

- Find out about **Mohandas Gandhi's** role in the non-violent independence movement
  - Describe the impact of **Mohandas Gandhi's** example and teaching
- Apply some quotes from **Mohandas Gandhi** to their own lives and to situations in the world today, asking questions about what he might do

### Links and suggested activities

- Hear stories about **Mohandas Gandhi** or watch a video. Write a report on **Gandhi's** life and main achievements
- Read some quotes by **Mohandas Gandhi** and talk about how they might inspire people today

### Skills and attitudes

- Investigation
- Explanation
- Application
- Understanding of a different faith
- P4C
- British Values

### Cross curricular links

- English
- History
- PSHE
- ICT
- SMSC



# Hindu Dharma

## Key Stage 2

### Key Question 6: How do I and others feel about life and the universe around us?

#### Most pupils will be expected to:

- Demonstrate an awareness of some key Hindu beliefs eg
  - **Karma**
  - **Dharma**, through an understanding of the story of the **Mahabharata**
  
- Describe the impact these beliefs might have on people today: themselves and others

#### Suggested areas of study

- Describe the story of the '**Mahabharata**' and identify the impact of the story of the battle between two sections of an extended family for Hindus today
  
- Describe how the themes and messages of the story might be important for others and themselves

#### Links and suggested activities

- Read or watch a video about some stories from '**Mahabharata**' and discuss the key themes and lessons which might be important to a Hindu, eg
  - The triumph of good over evil;
  - Respect for women
  - The qualities of a good leader; Duty/Right behaviour
  - Re-enact parts of the stories, modernising them and drawing out their meaning for a wider audience, including themselves
  
- Create collages or friezes depicting some 'turning points' in the story, and talk about why these turning points are significant

#### Skills and attitudes

- Awe and wonder
- Interpretation
- Application
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English
- Drama
- ICT
- Art
- PSHE
- SMSC



# Hindu Dharma

# Key Stage 3

## Key Question 1: Why are these words special?

### Most pupils will be expected to:

- Express meaningful insights into one story from one of the key books

### Suggested areas of study

- Express insights into some of the messages of the **Bhagavad Gita**
- Consider and evaluate the importance of some key Hindu stories for Hindu people and for themselves

### Links and suggested activities

- Produce a picture/cartoon strip which would help to tell a story to someone who cannot read, drawing on representations and symbolism in Hindu art
- Talk about a key message from either **Mahabharata** or **Ramayana** and consider its relevance for people's lives today and its impact on Hindus
- Preparation activity: teachers create sentence starters on key words for pupils to create definitions eg Vedas/Shruti/Smriti/

Mahabharata/Krishna/Arjuna

### Skills and attitudes

- Evaluation
- Application
- Expression
- Philosophy
- British Values

### Cross curricular links

- English
- History
- SMSC

### Websites/Publications

- Useful Hindu Dharma websites (KS1, 2 and 3) – please see page 108.
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# Hindu Dharma

## Key Stage 3

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Explain and contextualise why Hindus worship in a **Mandir**
- Interpret some of the key symbols in a **Mandir** or **shrine**
- Express well-informed insights into some key aspects of Hindu worship

#### Suggested areas of study

- Find out about:
  - where **Mandirs** (Hindu temples) are found
  - objects used/found in a **Mandir**
  - **Mandir** design
  - the types of buildings used in Britain
  - the role of the priest in the **Mandir**
  - the actions of worshippers in a **Mandir**
  - symbols: water; deities; food; bells; etc, and other key features and purposes of Hindu worship

#### Links and suggested activities

- Design a building which would be suitable to use as a **Mandir**
  - make a virtual visit eg Neasden Temple, or visit a local **Mandir**
  - create a booklet to help a non-Hindu find his/her way around a **Mandir** using ICT and explaining key features and practices
  - set up a replica **shrine** in the classroom, labelling the different artefacts and explaining how and why Hindus use them in worship
- Teacher creates a completed crossword (without questions) about **Mandirs**. Pupils add questions that result in the correct answer
- Pupils compare a **Mandir** to other places of worship:
  - look from the outside
  - look from the inside
  - how people show respect
  - where does prayer take place
  - focal points

#### Skills and attitudes

- Interpretation
- Evaluation
- Application
- Philosophy
- British Values

#### Cross curricular links

- English
- ICT
- SMSC
- DT
- Citizenship





# Hindu Dharma

# Key Stage 3

## Key Question 3: How can faith contribute to Community Cohesion?

### Most pupils will be expected to:

- Analyse the main beliefs of most Hindus
- Analyse the link between reading sacred texts and living as a Hindu
- Consider the advantages of living in a multi-cultural society

### Suggested areas of study

- Interpret Hindu beliefs about:
  - **Brahman**
  - **Samsaras**
  - **Dharma**
  - **Moksha**
- Consider how some Hindus might fulfil their **Dharma** – worship, reading, respect, hospitality
- Evaluate living in a multi-cultural society

### Links and suggested activities

- Produce a picture/cartoon strip of the ways to **Moksha** which would help a young person
  - create a board game of Hindu beliefs – and their implication to the believer and others
- Begin to discuss the difference between 'religion' and 'culture', particularly with reference to the role of women, dress and food
- Discuss ways in which Hinduism has influenced popular culture eg during the festival of Navaratri in many areas of London, Leicester etc there are nine nights of 'garba' and 'raas' dances organised in which people of all races and communities participate. Although it is a Hindu tradition, it is a very good example of community cohesion

### Skills and attitudes

- Analysis
- Evaluation
- Application
- Philosophy
- British Values

### Cross curricular links

- ICT
- Art
- Citizenship
- English
- SMSC



# Hindu Dharma

## Key Stage 3

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Give informed accounts of some times which are important for Hindus eg New Year
- Explain how these festivals/occasions are celebrated

#### Suggested areas of study

- Find out about – **Diwali** – New Year Festivals
- Evaluate why these times are important to Hindus

#### Links and suggested activities

- To develop key knowledge by the teacher creating sentences with supplied words to fill in missing gaps
- Design a New Year banner
- Imagine you are a Hindu. Write a letter to a non-Hindu telling how Diwali is celebrated and what it means to Hindus

#### Skills and attitudes

- Evaluation
- Application
- Research
- Empathy
- Philosophy
- British Values

#### Cross curricular links

- English
- Art
- SMSC



# Hindu Dharma

# Key Stage 3

## Key Question 5: What can be learned from the lives of significant people of faith?

### Most pupils will be expected to:

- Give an informed account of the life and main achievements of **Mohandas Gandhi**
- Analyse how **Mohandas Gandhi's** life affected the lives of others and continues to inspire people today
- Analyse how different societies are made up

### Suggested areas of study

- Explain **Mohandas Gandhi's** role in the independence of India
- Consider the concepts of non-violent action and **Ahimsa**, then and now
- Express insights into the issue of equality and the Hindu **Varnas**

### Links and suggested activities

- Research the work of **Mohandas Gandhi** and write an obituary for him, evaluating his life and achievements and considering what makes a person inspiring to others
- In pairs, plan a campaign to promote equality for all British citizens. State what actions you would take and why
- Learn about **Mohandas Gandhi's** views on **Ahimsa** and the Hindu **Varnas** and write a speech about India in the role as **Mohandas Gandhi** beginning 'I have a dream...'
- Extension link to Martin Luther King

### Skills and attitudes

- Analysis
- Evaluation
- Application
- Empathy
- Philosophy
- British Values

### Cross curricular links

- History
- ICT
- Citizenship
- English
- SMSC



# Hindu Dharma

## Key Stage 3

### Key Question 6: How do I and others feel about life and the universe around us?

#### Most pupils will be expected to:

- Interpret Hindu beliefs about the supreme being and religion
- Be able to think why some people may find it difficult to believe in God
- Learn about a Hindu deity

#### Suggested areas of study

- Find out about Hindu beliefs concerning **Brahman** and the **Trimurti**
- The nature of God
- Why does God allow natural disasters, eg bush fires, floods, earthquakes? (Man's influence – Global warming)
- Representations of God (deities)

#### Links and suggested activities

- Either write a job description for each of the **Trimurti** or illustrate how Hindus represent God
- Extension link to similarities and differences with the Christian Trinity.
- Explain why some people might find it difficult to believe that God is omnibenevolent, omniscient and omnipotent
- ICT – as an example of a deity – pupils create a PowerPoint on **Ganesha**

#### Skills and attitudes

- Awe and Wonder
- Application
- Philosophy
- British Values

#### Cross curricular links

- ICT
- English
- Citizenship
- SMSC



# Hindu Dharma

## Key Stages 1, 2 and 3

### Useful Websites:

A Google search **BBC Bitesize Hindu Dharma** accesses the following websites:

- What is Hinduism? – What do Hindus believe, holy books etc.
- Hinduism – KS2 Religious Education – Learner guides, class clips etc.
- Hindu beliefs – Edexcel – Revision 3 – GCSE – Hindu beliefs, types of dharma etc.
- Dharma and virtues – GCSE Nature of human life etc.
- KS3 Hinduism – understanding dharma and karma – KS3 RE quiz.
- What is India's caste system? – BBC News – How did caste come about? etc.
- Hinduism – KS2 RE Resources – Page 2 – Twinkl – (Account required) – Power Points, worksheets, games etc.
- Dharma Information Power Point – Twinkl – 40,000 free resources – Dharma in Hinduism etc.
- Hindu ceremonies – KS3 Religious Studies – naming, head-shaving and thread ceremonies.
- Related searches include – Hindu gods, Hindu weddings, Hindu funerals, Hindu mandir, Hindu creation story etc.

A Google search **Facts for kids Hindu Dharma** accesses the following websites:

- Dharma Facts for Kids – Kiddle encyclopedia facts – the meaning of Dharma etc.
- Dharma Facts for Kids/Kidz Search.com – Dharma the spiritual law etc.
- Facts that you should know about Dharma in Hinduism – Virtue, Duty, Truthfulness, Morality etc.
- Information on Hinduism for Kids – How is Hinduism different from other faiths etc.
- 25 Interesting Facts about Hinduism – The Rig Veda, the sacred number 108 etc.
- Related searches include – Hindu Dharma about life, Hindu Dharma quotes, Hindu Dharma definition, Hindu concept of Dharma etc.

Other useful websites include:

- RE Today (Various resources) [www.shop.retoday.org.uk/resources-for-teaching-hinduism](http://www.shop.retoday.org.uk/resources-for-teaching-hinduism)
- True Tube (KS3 Films, Lesson Plans, Assembly Scripts etc) [www.truetube.co.uk](http://www.truetube.co.uk)
- Hinduism for Kids and Teachers [www.india.mrdonn.org/hinduism.html](http://www.india.mrdonn.org/hinduism.html)
- Hinduism – Ashrama Dharma (Information Sheets) etc [www.tes.com/teaching-resources/hindu-ashrama-dharma-11015007](http://www.tes.com/teaching-resources/hindu-ashrama-dharma-11015007)

NB Websites above correct at time of publication

### Acronyms used within this section:

- ICT – Information and Communication Technology  
DT – Design Technology  
P4C – Philosophy for Children  
SMSC – Spiritual, Moral, Social and Cultural Development  
PSHE – Personal, Social and Health Education



# Hindu Dharma

## Key Stages 1, 2 and 3

### Useful Publications:

- Times to Remember - A Row of Lights: The Story of Rama and Sita (KS1 Big Book) – Religious and Moral Education Press.
- Celebrations - Divali (KS1/2) – Heinemann Library.
- Everyday Religion - My Hindu Life (KS1/2) – Hodder Wayland.
- Our Culture series - Hindu (KS1/2) – Franklin Watts.
- My Community series - Hindu (KS1/2) – Franklin Watts.
- Let's Find Out About - Hindu Mandirs (KS1/2) – Raintree.
- My Life, My Religion - Hindu Priest (KS1/2) – Franklin Watts.
- Stories from the Faiths - Krishna Steals the Butter and Other Stories (KS1/2) – QED Publishing.
- Where we Worship - Hindu Mandir (KS1/2) – Franklin Watts.
- Places of Worship - Hindu Temples (KS2) – Franklin Watts.
- Introducing Religions - Hinduism (KS2/3) – Heinemann.
- Storyteller Series - Hindu Stories (KS2/3) – Evans Brothers Ltd.
- Religious Signs and Symbols - Hinduism (KS2/3) – Wayland.
- A Year of Festivals - Hindu Festivals (KS2/3) – Franklin Watts.
- Communities in Britain - Hindus in Britain (KS2/3) – Franklin Watts.
- Religion in Focus - Hinduism (KS2/3) – Franklin Watts.
- Holy Places series - The Ganges and other Hindu Holy Places (KS2/3) – Heinemann Library.
- Religions of the World - Hinduism (KS2/3) – Wayland.
- Step-up Religion - How and why do Hindus and Sikhs celebrate Divali? How do people express their faith through the arts? (KS2/3) – Evans Brothers Ltd.
- Sacred Texts - The Ramayana and other Hindu texts (KS2/3) – Evans Brothers.
- World Religions - Hinduism (KS2/3) – Franklin Watts.
- My Belief - Hindu (KS2/3) – Franklin Watts.
- Lesson Bank Religious Education - Hinduism (KS2/3) – Belair Publications.
- Beliefs and Cultures - Hindu (KS2/3) – Franklin Watts.
- Celebrate - Hindu Festivals (KS2/3) – Heinemann.
- A Young Person's Guide to the Religions of the World - What I Believe (KS2/3) – Macdonald Young Books (The Book People Ltd).
- A Year of Religious Festivals - My Hindu Year (KS2/3) – Hodder Children's Books.
- World of Faiths – Hinduism (KS2/3) – QED Publications.



# **VISITING A PLACE OF WORSHIP**

## **HINDU TEMPLE (Mandir)**



## **GENERAL INFORMATION**

It is always advisable to:

- Visit a place of worship prior to a class visit, if this is possible;
- Prepare pupils as much as possible prior to a visit;
- Obtain a risk assessment for the place of worship prior to a class visit;
- Check class limits - each place of worship may have a different class limit.

## **Donations**

Voluntary donations towards the upkeep of a place of worship are always appreciated.

## **Contact Details**

Contact details for a variety of Interfaith Centres can be found on the LA RE website with recommendations from SACRE/school visits.

## **Dress Code**

Shoes should be removed on entry to the Mandir and hands should be washed.

Modest clothing should be worn.

There is no requirement to cover heads.

Men/boys - Long trousers should be worn. Short trousers should only be worn by younger boys if they are part of school uniform.

Women/girls - Long skirts/trousers and a modest top. Low necklines and crop tops are unacceptable.

## **Behaviour**

- Respect the building as a place of worship. It is regarded as special to the people who worship there;
- **Please do not point your toes or turn your back to the deities. This is seen as disrespectful;**
- Mobile phones should be turned off whilst in the building;
- Photography is permitted at most times. Please check with the Faith Tutor prior to the visit;
- Alcohol should NOT be consumed before visiting the Mandir and is NOT allowed on the premises;
- Smoking is NOT allowed on the premises





# Hindu Dharma Glossary

The main references are to Sanskrit terminology, although variants are found and used in other Indian languages. **Lakshmi**, **Vishnu** or **Vishnu** type variants are not always included because of their frequency. Many of these terms will also be found in books on the Way of the Buddha and Sikh Dharam, but with somewhat different meanings.

The definition is given against this document's standard term. Literal meanings are shown in *italics*.

## **Acarya**

See **Acharya**

## **Acharya**

*One who teaches by example.*

Usually refers to a prominent or exemplary spiritual teacher. Also called **Acarya**

## **Advaita**

*Non-dual.* Refers to the impersonalistic philosophy of reality which without qualification equates God, the soul and matter. Also called **Advaita or Adwaita**

## **Adwaita**

See **Advaita**

## **Agnihotra**

See **Havan**.

## **Ahimsa**

*Not killing.* The desire of a life of Non-violence and respect for all life. Also called **Ahinsa**.

## **Ahinsa**

See **Ahimsa**.

## **Anand**

*Bliss/Pure joy.*

## **Arati**

See **Arti**

## **Artha**

Economic development. The second aim of life.

## **Arti**

Welcoming ceremony in which auspicious articles such as incense and lamps are offered to the deity or to saintly people. Also called **Arati**

## **Aryan**

*Noble.* Refers to those who know the spiritual values of life. Scholars say it refers to the original inhabitants of the Sindhu region in India.

## **Asanas [Sanskrit]**

*To sit quietly.* Bodily postures or forms required during **Yoga**.

## **Ashram**

A place set up for spiritual development. Also called **Asram**

## **Ashrama**

The four stages of life for a devout Hindu, namely: 1, **Brahmacharya** (*student*); 2, **Grihastha** (*householder*); 3, **Vanaprastha** (*forest-dweller*); and 4, **Sannyasin** (*renouncer*.) Adopted according to material considerations, but ultimately as a means to spiritual realisation. Also called **Asrama**

## **Asram**

See **Ashram**,

## **Asrama**

See **Ashram**

## **Asrama**

See **Ashrama**.

## **Atharva Veda**

Sacred Text, the fourth of the **Vedas**.

## **Atma**

See **Atman**

## **Atman**

*Self.* Can refer to body, mind or soul of a living being, depending on context. Ultimately, it refers to the real self, the soul which is seeking union with **Brahman**, the Universal Soul. Also called **Atma**.

## **Aum**

The supreme sacred Vedic syllable - symbol and sound - representing **Brahman's** Ultimate primal powers, the most sacred of Hindu words. Also spelt **Om**,

## **Avatar**

*One who descends.* Refers to the descent of a deity, most commonly Vishnu. Sometimes it is translated as *incarnation*, which, although inaccurate, may be the best English word available. Also called **Avatara** or **Avtara**

## **Avatara**

See **Avatar**

## **Avtara**

See **Avatar**

## **Ayodhya**

The birthplace of **Rama**.

## **Baisakhi**

Harvest festival.

## **Banares**

See **Varanasi**

## **BCE**

(Before Common Era) Commonly used secular and historical reckoning and used throughout this syllabus.

## **Benares**

See **Varanasi**

## **Bhagavad Gita**

*The Song of the Lord.* Spoken by **Krishna**, this is the most important sacred text for most Hindus. Part of the epic **Mahabharata**. **Lord Krishna** discourses with Arjuna about the true nature of reality, providing some of the key themes of Hindu **Dharma**. Tradition dates it back to 3,000 **BCE**, though most scholars attribute it to the first millennium **BCE**. Considered an **Upanishad**.

## **Bhajan**

*Devotional hymn or song.* Also called **Bhajana**

## **Bhajana**

See **Bhajan**

## **Bhakti**

*Devotion/love.* A devotional form of **Yoga** and the Hindu **Dharma**, involving the worship of personal deities.

## **Bhakti-yoga**

*The path of loving devotion,* aimed at developing pure love of God.

**Brahma**

A Hindu deity in charge of creative power. Considered one of the **Trimurti**. Not to be confused with **Brahman** or **Brahmin**.

**Brahma Cari**

See **Brahmacharya**

**Brahma Carin**

See **Brahmacharya**

**Brahmachari**

See **Brahmacharya**

**Brahmacharin**

See **Brahmacharya**

**Brahmacarya**

See **Brahmacharya**

**Brahmachari**

1, One in the first stage of life; 2, A celibate student of Vedic knowledge. Also called **Brahmacari**, **Brahmacharin** or **Brahmacarin**

**Brahmacharin**

See **Brahmachari**

**Brahmacharya**

*Student*. The first **ashrama** or stage of life. Also called **Brahma Cari**, **Brahma Carin**, **Brahma Chari** or **Brahma Charin**

**Brahman**

*Ultimate Soul*, (i) The all-pervading reality; that from which everything emanates, in which it rests and into which it is ultimately dissolved. (ii) An alternate spelling of **Brahmin**.

**Brahmana**

See **Brahmin**

**Brahmanas**

Vedic texts that provide instructions for performing sacrifices to the deities.

**Brahmin**

The first of the four **Brahman Varnas**, the principal social groupings from which priests are drawn. Some writers, rather confusingly, use the spelling 'Brahman', and the meaning only becomes clear in the context of a few sentences. Also called **Brahman** or **Brahmana**)

**Brindaban**

See **Vrindavan**.

**Brindavan**

See **Vrindavan**

**Civa**

See **Shiva**

**CE (Common Era)**

Commonly used secular and historical reckoning used throughout this syllabus which was published in 2005 **CE**. It matches the Christian years AD, 'in the year of our Lord.'

**Darshan Shastras**

The six systems of Hindu philosophy – Nyaya, Vaisheshika, Sankhya, **Yoga**, Vedanta and Meemansa.

**Dashara**

See **Dassehra**

**Dassehra**

*Ten days*. Celebrates the victory of **Rama** on the tenth day of the bright half of the lunar month of Jyeshtha. As is often the case with Hindu festivals, followers may interpret the festival differently, for example in connection with **Durga** (see **Navaratri**). Also called **Dussehra**, **Dassera**, **Dashara**, **Vijay Dashmi** or **Vijay Dashami** and also other variants are found.

**Dassera**

See **Dasshera**

**Deepavali**

See **Diwali**.

**Dharma**

*Being/ Religion / Religious duty*. Laws governing the natural order and all ethical precepts. Literally it means the intrinsic quality of the self or that which sustains one's existence.

**Dhoti**

A garment made of natural fibre (usually cotton or silk), worn by males, which covers the lower body and legs.

**Dhyana**

*Meditation*. Such as during the practice of **Yoga**.

**Dipavali** See **Diwali****Diwali**

*The Festival of Lights*. At the end of one year and beginning of the new year, according to one Hindu calendar. Also called **Diwali** or **Deepavali**.

**Diwali**

See **Diwali**

**Durga**

*Female deity*. A form of the goddess **Parvati**; wife of **Shiva**.

**Dussehra**

See **Dassehra**.

**Dvaita**

*Dual*. Refers to the personalistic philosophy that differentiates between God, the soul and matter. Also called **Dwaita**

**Dvapara Yuga**

Third of the four cyclical ages of time.

**Dvaraka**

See **Dwaraka**

**Dwaita**

See **Dvaita**.

**Dwaraka**

See **Dwaraka**

**Dwarika**

Pilgrimage site on the west coast of India. Also called **Dvarka**, **Dvaraka** or **Dwaraka**

**Ganapati**

See **Ganesha**

**Ganesh**

See **Ganesha**

**Ganesha**

Possibly the most popular of the Hindu deities, portrayed with an elephant's head, a sign of strength. The deity who removes life's obstacles. Also called **Ganesh**, **Ganupati** or **Ganapati**.

**Ganga**

The River Ganges. Most famous of all sacred rivers of India.

**Gangotri**

Source of the sacred **Ganga** (The River Ganges).

**Ganupati**

See **Ganesha**

**Gotra**

Exogamous group within **Jati**.

**Grhastha**

See **Grihastha**

**Grihastha**

*Householder*. The second stage of Hindu life or **Ashrama**. Also called **Gristhi** or **Grhastha**

**Gristhi**

See **Grihastha**

**Guna**

*Rope/Quality*. Specifically refers to the three qualities of **Sattva** (goodness), **Rajas** (passion) and **Tamas** (ignorance), which permeate and control matter.

**Guru** (Gurus)

*To lift up*. A spiritual teacher, preceptor or enlightener.

**Gyan**

See **Jnana**.

**Gyan-yoga**

See **Jnana-yoga**

**Hanuman**

The monkey warrior who faithfully served **Rama** and **Sita**. Also called Pavansuta (son of the wind God).

**Havan**.

The basis of many Hindu rituals used at weddings and on other ceremonial occasions; the ceremony or act of worship in which offerings of ghee and grains are made into fire. Also known as **Agnihotra**.

**Havan Kund**

*The container*, usually square or pyramid-shaped, in which the **Havan** fire is burned.

**Hitopadesh**

Stories with a moral.

**Holi**

The festival of colours, celebrated in spring.

**Homa**

Term often used interchangeably with **Havan**.

**The International Society for Krishna Consciousness**

(ISKCON)

A religious group of the Vaishnava tradition. One of the main faith-sharing groups of the Hindu **Dharma**.

**Jamuna**

See **Yamuna**

**Janeu**

Sacred thread worn by Hindus who study under a **Guru**. Also called **Jenoi**

**Janmashtami**

The birthday of **Krishna**, celebrated on the eighth day of the waning moon in the month of **Badra**. Also called **Janmashtmi**.

**Janmashtmi**

See **Janmashtami**

**Jap**

See **Japa**

**Japa**

The quiet or silent repetition of a **Mantra** as a meditative process. Also called **Jap**.

**Jati**

*Caste* is the usual translation, meaning occupational kinship group.

**Jatra**

See **Yatra**.

**Jenoi**

See **Janeu**.

**Jnana**

*Knowledge*. Also called **Gyan**.

**Jnana-yoga**

*The path of knowledge*, that aims at liberation. Also called **Gyan-yoga**.

**Jumna**

See **Yamuna**.

**Kaali**

See **Kali**.

**Kali**

Name given to that power of God, which delivers justice – often represented by the Goddess **Kali** (a form of **Durga**). Also called **Kaali**.

**Kali Yuga**

Fourth of the four cyclical ages of time; the Iron Age or the age of quarrelling and hypocrisy.

**Kama**

The third of the four aims of life – regulated sense of enjoyment.

**Karma**

*Action*. Used to refer to ethical and physical consequences or cause and effect of life choices, which also affect future existences.

**Karma-yoga**

The path of self-realisation through dedicating the fruits of one's work to God.

**Kashi**

See **Varanasi**.

**Kasi**

See **Varanasi**

**Khatri**

See **Kshatriya**

**Kirtan**

Songs of praise; corporate devotional singing, usually accompanied by musical instruments.

**Krishna (Lord Krishna)**

The eighth **Avatar** of **Vishnu**. One of the most popular of all Hindu deities in India and contemporary Britain. His teachings are found in the **Bhagavad Gita**.

**Krta Yuga**

First of the four cyclical ages of time.

**Kshatriya**

Second of the four **Varnas** of traditional Hindu society, the ruling or warrior class. Also called **Khatri**

**Lakshmi**

The goddess of fortune. Also called **Laksmi**

**Laksmi**

See **Lakshmi**.

**Linga**

Sign of the male sex organ, especially symbolic of the phallus of the Hindu god **Shiva**.

**Maala**

See **Mala**.

**Mahabharata**

The Hindu epic that relates the story of the five Pandava princes. It includes the **Bhagavad Gita**.

**Mala**

Circle of stringed beads of wood or wool used in meditation. Also called **Maala**.

**Mandal**

See **Mandala**

**Mandala**

A circle, area or community / group. Also called **Mandal**.

**Mandan**

The first haircut of a baby, one of the birth ceremonies.

**Mandir**

*Hindu Temple*.

**Mantra**

*That which delivers the mind.*

Refers to a short sacred text, prayer or hymn, often recited repetitiously to invoke the presence of a particular divinity.

**Manusmriti**

*The laws of Manu.* An ancient and important text on **Dharma**, including personal and social laws.

**Marg**

*Path.* See also **Jnana-yoga**, **Karma yoga** and **Bhakti yoga**).

**Mata**

*Mother.* Often associated with Hindu goddesses who represent **Shakti** (power).

**Mathura**

Holy place connected with **Krishna**.

**Maya**

*Not this.* The ability of supernatural beings to assume material form and exert their extraordinary powers over humans. Usually, it refers to illusion, particularly where the permanent soul identifies itself with temporary matter, for example, the body. It can also mean *power*.

**Moksa**

See **Moksha**

**Moksha**

*Ultimate liberation.* Escape from the process of **transmigration**, the continuous cycle of birth and death, becoming at one with **Brahman**, the *Universal Soul*. Also called **Moksa**.

**Moorti**

See **Murti**

**Mundan**

The head-shaving ceremony, performed in the first or third year of life.

**Murti**

*Form.* The image or deity used as a focus of worship. 'Idol' should definitely not be used, and 'statue' may also cause offence. Also called **Moorti**.

**Navaratra**

See **Navaratri**.

**Navaratri**

*The Nine Nights.* Festival preceding **Dassehra**, and held in honour of the goddess **Durga**. Also called **Navaratra**

**Nirvana**

The cessation of material existence, becoming one with **Brahman**, the Universal Soul, a result of enlightenment.

**Om**

See **Aum**.

**Panchatantra**

Part of the supplementary Vedic scriptures, composed of animal stories with a moral.

**Parvati**

The consort of **Shiva**, also known by other names such as **Durga**, **Devi**, etc.

**Pooja**

See **Puja**

**Pralhada**

See **Prahlada**

**Prahlada**

A great devotee of **Vishnu**, connected with the festival of **Holi**. Also called **Prahalada**

**Prajna**

*Intuitive wisdom*, wherein one comes to true knowledge of life and the universe.

**Prakrti**

The manifestation of **Brahman** in material form, in contrast with **Purusa**.

**Pranayam**

Regulation of breath as a means of controlling the mind. Also called **Pranayama**

**Pranayama**

See **Pranayam**

**Prasad**

See **Prashad**

**Prasada**

See **Prashad**

**Prasada**

See **Prashad**

**Prashad**

*Sacred or sanctified food.* Also called **Prasad**, **Prasada** or **Prashada**.

**Prashada**

See **Prashad**

**Pravachan**

A lecture or talk, usually based on the scriptures. This should not be referred to as a sermon.

**Puja**

*Worship.* General term referring to a variety of practices in the home or **Mandir**. The ritual presentation of offerings, service and homage to honour someone, typically a god, before its image on the altar. Also called **Pooja**.

**Purana**

*Ancient.* Part of the **Smriti** scriptures. Contains many of the well-known stories of the Hindu **Dharma**.

**Purusa**

The manifestation of **Brahman** as consciousness, in contrast with **Prakrti**.

**Raakhi**

See **Rakhi**

**Raj Yoga**

See **Raja Yoga**.

**Raja Yoga**

Path of self-control and meditation to realise God. Also called **Raj Yoga**.

**Rajas**

*Passion or creative potency*, one of the three **Gunas** (qualities of material nature).

**Rakhi**

A bracelet, usually made out of silk or cotton, tied to give protection and to strengthen the bond of mutual love.

**Raksha Bandhan**

*Brother's Day.* The festival when women tie a decorative bracelet on their brothers' wrists.

**Ram**

See **Rama**

**Rama**

The incarnation of the Lord, and hero of the **Ramayana** (avoid using the variant 'Ram').

**Ramayan**

See **Ramayana**

**Ramayana**

The Hindu epic, it relates the story of **Rama** and **Sita**, composed by the sage Valmiki thousands of years ago. Also called **Ramayan**

**Ramnavami**

The birthday festival of **Rama**. Also called **Ramnavmi**

**Ramnavmi**

See **Ramnavami**

**Rc Veda**

See **Rig Veda**

**Reincarnation**

Belief that life continues after death in a new form through transmigration. Hopefully to a higher form until **Nirvana** is reached.

**Rg Veda**

See **Rig Veda**

**Rig Veda**

The first scripture of the Hindu **Dharma**, containing spiritual and scientific knowledge. Also called **Rc Veda** and **Rg Veda**

**Rishi**

*Seer / Sage / Knowledgeable One.* More specifically, one of the seven seers who received the divine wisdom. Also called **Rsi** or **Risi**.

**Risi**

See **Rishi**

**Rsi**

See **Rishi**

**Saddhu**

See **Sadhu**

**Sadhan**

See **Sadhana**

**Sadhana**

One's regulated spiritual practices or discipline. Also called **Sadhan**

**Sadhu**

*Holy man / Ascetic.* Also called **Saddhu**.

**Saivism**

See **Shaivism**

**Sakti**

See **Shakti**

**Sama Veda**

*The Veda of chanting*, material mainly from the **Rig Veda**, arranged for ritual chanting in worship.

**Samadhi**

Intense concentration in order to attain the cessation of mental activity.

**Samnyasin**

See **Sannyasin**

**Samsara**

*The world.* The place where **transmigration** (the soul's passage through a series of lives in different species) occurs and the action of this occurring. Also called **Sansara**.

**Samskar**

Sacraments designed to initiate a new stage of life. There are usually a total of sixteen such rites of passage (though many schools of thought do not practise them all). Also called **Sanskra** or **Samskara**

**Samskara**

See **Samskar**

**Samyasin**

See **Sannyasin**

**Sanatan Dharma**

*The eternal or imperishable religion;* also known as Vedic **Dharma**. Adherents often prefer this term to Hindu **Dharma** since it characterises their belief in the revealed and universal nature of religion.

**Sannyasa**

See **Sannyasin**

**Sannyasin**

*Renouncer.* The fourth stage of Hindu life or **Ashrama**. A renunciate who, having given up worldly affairs and attachments, often becomes a mendicant, seeking only **Moksha**. Also called **Samyasin** or **Samnyasin**.

**Sanskrit**

Sacred language of the gods and the Hindu scriptures. Language of the **Aryans**, who invaded India in the second millennia **BCE**.

**Sansara**

See **Samsara**

**Sanskra**

See **Samskar**.

**Saraswati**

(i) The power of knowledge. (ii) The goddess of learning.

**Sattva**

*Goodness*, or the potency to sustain and nourish, one of the three **Gunas**. Also called **Sattwa**.

**Sattwa**

See **Sattva**.

**Seeta**

See **Sita**.

**Seva**

*Service.* Either to the divine or to humanity. Also called **Sewa**

**Sewa**

See **Seva**

**Shaivism**

The religion of Hindus who are devotees of **Shiva**. Also called **Saivism**.

**Shakti**

*Energy or power*, especially of a Hindu feminine deity. Also called **Sakti**

**Shiva**

A Hindu god. The name means *kindly or auspicious*. Also called **Siva** or **Civa**, with many other variants also found.

**Shivaratri**

The annual festival celebrated in February/March in honour of **Shiva**. Also called **Mahashivaratri** or **Sivaratri**.

**Shraddha**

Ceremony in which sanctified food is offered to the poor and needy in memory of departed ancestors. Also called **Sraddha**

**Shri**

*Illustrious.* (i) Used as a title of respect, for example **Shri Krishna**. (ii) Also a respectful title for men. The feminine form is **Shrimati** (Mrs). Also called **Sri**.

**Shrimati**

*Illustrious.* Feminine form of **Shri**.

**Shrine**

Place dedicated to worship, often containing pictures and images. Used in **Puja**.

**Shruti**

*That which is heard.* A term specifically applied to the Four **Vedas**, including the **Upanishads**. Also called **Srti** or **Sruti**.

**Siddhi**

Attainment of supernatural psychic powers whilst practicing **Yoga**.

**Sita**

The divine consort of **Rama**. Also called **Seeta**.

**Siva**

See **Shiva**.

**Sivaratri**

See **Shivaratri**

**Smriti**

*That which is remembered.*

Scriptures less ancient than the **Vedas** and **Upanishads**, including the **Ramayana** and **Mahabharata**. Also called **Srti**

**Shraddha**

See **Shraddha**.

**Sri**

See **Shri**

**Srti**

Variant spelling of (i) **Smriti**. (ii) **Shruti**.

**Sruti**

See **Shruti**

**Sutra (Sutras)**

Short sayings or verses relating to various rituals, or encapsulating profound philosophical meaning. Also called **Sutta**.

**Sutta**

See **Sutra**.

**Svami**

See **Swami**.

**Svastika**

See **Swastika**.

**Swami**

*Controller*. Sometimes, more specifically, Goswami (*one who can control his/her senses*). An honorific title applied to a religious teacher or holy person, particularly the **Sannyasin**. Also called **Svami**.

**Swastika [Sanskrit]**

*Well-being*. A mark of good fortune. The four arms signify the four directions (space), the four **Vedas** (knowledge), and the four stages (time) in the life cycle. Not to be confused with the Nazi symbol. Also called **Svastiki**.

**Tamas**

Ignorance or destructive potency, the lowest of the three **Gunas**.

**Tilak**

See **Tilaka**

**Tilaka**

The mark made on the **Murti** or on the forehead of a worshipper. It is a symbol of the power of God within. Also called **Tilak**.

**Transmigration**

The movement of soul through a series of lives, (possibly including different species) occurs. See **Samsara**.

**Treta Yuga**

Second of the four cyclical ages of time.

**Trimurti**

*The three deities*. Refers to **Brahma** (the Creator), **Vishnu** (the preserver) and **Shiva** (the destroyer), who personify and control the three **Gunas**. They represent and control the three functions of creation, preservation and destruction. The Christian term 'Trinity' should be avoided.

**Upanayana**

Ceremony when the sacred thread is tied – to mark the start of learning with a **Guru**.

**Upanisads**

See **Upanishads**

**Upanishads**

*To sit down near*. The last of the four sacred texts of the **Vedas**. A sacred text based on the teaching of a **Guru** to a disciple. The **Upanishads** explain the teachings of the **Vedas**. In it the monotheistic philosophy of the Hindu **Dharma** is asserted. Also called **Upanisads**.

**Vaisnavism**

See **Vaishnavism**

**Vaishnavism**

The religion of Hindus who are devotees of the god **Vishnu**. Also called **Vaisnavism**

**Vaishya**

The third of the four **Varnas** of Hindu society, composed of merchants and farmers. Also called **Vaisya**

**Vaisya**

See **Vaishya**

**Vanaprastha**

*Forest dweller*. (i) The third stage of Hindu life or **Ashrama**, typified by retirement and asceticism. See also **Vanaprasthi**

**Vanaprasthi**

See **Vanaprastha**

**Varanasi**

City on the **Ganga** (River Ganges), sacred river to **Shiva**. It is one of the holiest pilgrimage sites and also an ancient centre of learning. Also called **Banares**, **Benares**, **Kashi** or **Kasi**.

**Varna (Varnas)**

*Colour*. The four principal divisions of Hindu society. It is important to note that the word 'caste' refers strictly to sub-divisions within each **Varna**, and not to **Varnas** themselves

**Varnashrama**

The system whereby society is divided into four **Varnas** (divisions) and life into four **Ashramas** (stages). Also called **Varnashrama Dharma**.

**Varnashrama Dharma**

See **Varnashrama**

**Varsha Pratipada**

*The day of Creation*. Celebrated as New Year's Day by many Hindus.

**Veda (Vedas)**

*Knowledge*. Specifically relates to the four **Vedas**, though any teaching which is consistent with the conclusions of these scriptures, is also accepted as Vedic.

**Vijay Dashmi**

See **Dussehra**

**Vishnu**

A Hindu god. With **Brahma** and **Shiva** forms the **Trimurti**. Also called **Visnu**

**Visnu**

See **Vishnu**

**Vrat**

*Vow*. Often including abstention from certain foods. Also called **Vratam**.

**Vratam**

See **Vrat**.

**Vrindavan**

The sacred village connected with **Krishna's** pastimes as a youth. Also called **Brindavan**, **Vrindavana** or **Brindaban**.

**Vrindavana**

See **Vrindavan**

**Yajur Veda**

One of the four **Vedas**, dealing with the knowledge of **Karma**.

**Yamuna**

Tributary of the river **Ganga** (*River Ganges*), considered by many Hindus to be the most sacred of all holy rivers. Also called **Jamuna** or **Jumna**



**Yatra**

*Pilgrimage.* Usually to important sacred places in India. Also called **Jatra**.

**Yoga**

*Communion/Union of the soul with the Supreme.* The process of physical or mental discipline which promotes self-awareness and through that pure consciousness and a relationship with the divine. The English word 'yoke' is derived from **Yoga**.

**Yuga**

*Age, or extended period of time, of which there are four: **Krta Yuga, Treta Yuga, Dvapara Yuga** and **Kali Yuga**, which occur and reoccur cyclically.*



## Bibliographical summaries

The following are brief details of people mentioned in the Syllabus

\* **Gandhi**

See **Mohandas Gandhi**

\* **Mahatma Gandhi**

See **Mohandas Gandhi**

\* **Mohandas Gandhi**

(1869-1948 **CE**) Gujarah lawyer, who after experiences in South Africa began a life of social actions, which led to Indian independence from Britain. He received the nickname Mahatma ('great soul')

\* **Ram Mohan Roy**

(1772-1833 **CE**), key Hindu thinker, in developing a renaissance of Hindu culture against the background of European/British rule of the Indian sub-continent

\* **Sankara**

(789-830 **CE**), founder of the Advaita and Vendanta schools of Hindu philosophy

\* **Vivekananda**

(1863-1902 **CE**), key Hindu philosopher, who after childhood agnosticism and searching through science before becoming a pupil of Sri Ramakrishna and then a wandering monk, represented the Hindu Dharma at the 1893 Parliament of Religions in Chicago, USA