



# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification



**Title:** Sikhism in Britain: *What is important to a Sikh in Britain today?*

**Year Group:** 5/6



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### **About this unit:**

This unit enables pupils to learn about what is important to Sikhs in Britain today, relating this to the origins of the Sikh faith. Pupils will have the opportunity to explore some of the ways in which Sikhs express their faith.

The focus is on how beliefs impact on a Sikh's way of life.

Pupils will be expected to think for themselves about questions to do with community, values and commitment.

Pupils are encouraged to consider what can be learned from Sikh beliefs and practices and from concepts such as equality, authority and sharing, whilst referring to their own experiences, beliefs and values and the points of connection or difference between them.

### **Where this unit fits in:**

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of Sikhism, including a focus on key beliefs and what they mean to Sikhs today.

By using the concepts of beliefs, community, authority and equality, and examples of worship and commitment, this unit will help pupils to understand what it is like to be a member of a minority faith group in Britain today.

This unit contributes to the continuity and progression of pupils' learning by exploring the key beliefs and practices of Sikhism in some detail building upon any basic learning about major faiths previously, and/or understanding of the Sikh faith through assemblies, visitors and community links.

The unit anticipates possible further study of Sikhism in KS3, in which beliefs and practices will be explored further.

**Estimated teaching time for this unit: 10 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and link with other curriculum areas as appropriate to maximise learning opportunities and experiences.

### **Fields of Enquiry addressed in this unit:**

#### **AT 1: Learning about Religion and Belief**

- Beliefs, Values and Teaching
- Religious Practices and Ways of Life

#### **AT 2: Learning from Religion and Belief**

- *Questions of Identity, Diversity and Belonging*
- *Questions of Values and Commitments*

**The core RE concepts that the unit develops are:**

**Beliefs** (Sikhs believe that God is one Deity, the Supreme Guru and Creator of all things);

**Community** (Belonging to a religious community can give order, meaning and purpose of daily life);

**Authority** (People will follow teachings that they consider to have status and integrity - authority. The Scriptures of a religion, in this case Sikhism, can have authority).

**Attitudes Focus:**

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own beliefs and how their beliefs should affect the way they behave;
- **Respect for all** by developing a willingness to learn from beliefs different from their own and realising that, whilst they may not share a religion, beliefs may be similar and values may overlap significantly.

**The unit will provide these opportunities:**

- To consider the concepts of belief, community and authority;
- To consider a diverse range of views about questions of equality and authority;
- Pupils will be enabled to think about their own experiences and views in relation to questions of commitment, authority and equality;
- Experiences including group and paired discussion, video and internet exploration, a visit to a Gurdwara or a visitor talking about their faith;
- Experiences including time to think and reflect on their own and others' way of life, a variety of writing skills and creative art work.

**Background information for the teacher:**

Sikhism stresses belief in One God, for all humanity, who looks to actions rather than people's religious labels. Guru Nanak, the founder, also taught the complete equality of men and women everywhere, and the importance of service to others. This one God is the one Deity, the Supreme Guru and Creator of all things.

Guru Nanak was followed by nine other Gurus. The tenth Guru, Guru Gobind Singh, decreed that there would be no more living Gurus and that the Guru Granth Sahib (sacred scriptures) should be read for future guidance. The Guru Granth Sahib is therefore treated with great respect, both in the Gurdwara and in the home.

Sikhs, like Hindus, believe in 'Samsara', the cycle of rebirth or reincarnation, through which one strives to achieve union with God.

Sikhs are encouraged to be formally confirmed into their faith through an initiation ceremony known as Amrit. This was started by Guru Gobind Singh who gave Sikhs a distinctive uniform – the five Ks. These are kesh (uncut hair), kangha (a comb), kirpan (a sword), kara (a wristband) and kachera (short trousers).

The Gurdwara functions not only as a place of worship, but as a community centre, demonstrating Sikh's commitment to the poor. Belief in equality of men and women is shown by the sharing of all responsibilities within the Gurdwara, and by the shared meal (Langar) which is open to people of all races and all creeds.

Vocabulary & Concepts	Resources
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Sikhism</b>  Amrit  canopy  chauri  Gurdwara  Guru  Guru Granth Sahib  Guru Nanak  Guru Gobind Singh  Hukam  Il Onkar  Five Ks,  Kachera  Kangha  Kara  Kesh,  Khalsa  Kirpan  Kirat karna  Langar  Mool Mantar  Sikh  Vaisakhi  Vand Chhakna</p> <p><b>The language of shared human experience</b></p> <p>Authority  Commitment  Community  Equality  Sharing</p>	<p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>▪ Artefacts e.g. the 5 Ks</li> <li>▪ Photo packs</li> <li>▪ Visit to a Gurdwara</li> <li>▪ Invited Sikh visitor or recorded interview</li> <li>▪ Quotes from Sikh children found on the web</li> </ul> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) has excellent web starting points for these issues: <a href="http://www.natre.org.uk">www.natre.org.uk</a> gives access to the views of children of different faiths to various topics.</li> <li>▪ Online searchable sacred texts from different religions at: <a href="http://www.ishwar.com">www.ishwar.com</a> .</li> <li>▪ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>▪ <a href="http://www.cleo.net.uk/index.php">http://www.cleo.net.uk/index.php</a> has lots of good video resources for Sikhism.</li> <li>▪ <a href="http://www.bbc.co.uk/schools/religion/">http://www.bbc.co.uk/schools/religion/</a> has useful background information and links to other sites.</li> <li>▪ Espresso – lots of useful resources for schools who have subscribed to the Content Club Archive.</li> <li>▪ Two Website entry points for Sikhism: <a href="http://www.sikhnet.com">www.sikhnet.com</a> <a href="http://www.sikhs.org">www.sikhs.org</a> .</li> <li>▪ <a href="http://www.devon.gov.uk/dcs/re/places/index.html">http://www.devon.gov.uk/dcs/re/places/index.html</a> is a useful multi religious site for RE.</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>▪ “Where We Worship – Sikh Gurdwara” – Angela Wood (Franklin Watts)</li> <li>▪ “Our Culture – Sikh” – (Watts)</li> <li>▪ “Living Religions – Sikhism” – (Nelson Thorne)</li> <li>▪ “Beliefs And Cultures, Sikh” – C Chambers (Watts)</li> <li>▪ “Stories From The Sikh World” – Rani &amp; Jugnu Singh – Macdonald</li> <li>▪ “I am a Sikh” - Aggarwal &amp; Fairclough (Watts)</li> <li>▪ “Growing Up With Sikhism” - Andrew Clutterbuck (Longman)</li> <li>▪ “Sikhism in Words and Pictures” - Sarah Thorley (RMEP)</li> <li>▪ “Sikhism” – Sue Penney (Heinemann)</li> <li>▪ “The Sikh Experience” – Philip Emmett (Hodder &amp; Stoughton)</li> <li>▪ “My Sikh Faith” Big Book (Evans)</li> <li>▪ “A Birthday To Celebrate – The Story of Guru Nanak” - Big Book</li> <li>▪ “A Birthday To Celebrate – The Story of Guru Nanak” - Small Version (RMEP)</li> <li>▪ “Sikhism: A Pictorial Guide” – (CEM – RE Today Services)</li> <li>▪ “Teaching RE 5-11: Sikhism” (CEM – RE Today Services)</li> </ul> <p><b>Film and video</b></p> <p>Pathways of Belief: Islam, Hinduism, Sikhism DVD (BBC 2005)</p>

**Contributions to spiritual, moral, social and cultural development of pupils:**

- Opportunities for **spiritual development** come from reflecting on how key beliefs can make a difference to people's lives and actions, and thinking about their own identity in terms of beliefs and values;
- Opportunities for **moral development** come from understanding how adherence to a religion can give moral guidance and a code of conduct;
- Opportunities for **social development** come from exploring some ideas about community and inter-relatedness;
- Opportunities for **cultural development** come from taking account of difference and diversity in the world and within our community.

<b>EXPECTATIONS: At the end of this unit...</b>		
<p><b>Pupils working at Level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the teaching of Guru Nanak. (AT1)</li> <li>• Use religious or spiritual vocabulary such as symbolism, sacred. (AT1)</li> <li>• <i>Make links between Sikh beliefs and the way Sikhs behave.</i> (AT2)</li> </ul>	<p><b>Pupils working at Level 4 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of how Amrit feels to a Sikh person and make connections to a similar ceremony in another faith. (AT1)</li> <li>• Use the vocabulary learned in RE, to show their understanding of worship. (AT1)</li> <li>• <i>Apply ideas from the Sikh Code of Conduct to their own lives, giving reasons and examples.</i> (AT2)</li> </ul>	<p><b>Pupils working at Level 5 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the impact for a Sikh of believing that all humans are equal and there is only one God. (AT1)</li> <li>• Explain some similarities and differences between Sikh worship and Christian or Muslim worship. (AT1)</li> <li>• <i>Explain some ways in which they show their beliefs and values in the way they live.</i> (AT2)</li> <li>• <i>Express thoughtful views about self sacrifice.</i> (AT2)</li> <li>• <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about equality.</i> (AT2)</li> </ul>

## **ASSESSMENT SUGGESTIONS**

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.

From a variety of artefacts and images (mainly from Sikhism but including a few from other faiths), pupils in small groups, select three or four to talk about. They should use these to explain key aspects of Sikhism that they have learnt about and to describe any links they can make to their own beliefs and ideas, or those of other faiths. Pupils should be given a choice of presentation style.

*Higher attaining pupils: To extend this work, ask pupils to explore an aspect of the Sikh faith from a specific believer's point of view, and to include the believer's thoughts, feelings and reasoning in their presentation.*



## UNIT TITLE: Sikhism in Britain: *What does it mean to be a Sikh in Britain today?*

**Key Question: *What does it mean to belong to the Sikh Community?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on one's own membership of communities.</p> <p>To ask questions and suggest answers about the Sikh community.</p>	<p>Look at various emblems, logos of groups. Discuss the significance of these and what they symbolise. Pupils draw a mind map to show the various groups/communities to which they belong.</p> <p>Discuss benefits and responsibilities attached to belonging to these groups. Look at membership of school community and of class. Why do we have the school logo? What rights do we have? What responsibilities do we have?</p> <p>Introduce the Sikh badge with the Khanda on. What does it symbolise? Explain the different parts and their meaning.</p> <p>In order to find out what pupils already know and to challenge stereotypical ideas, display image/images from Sikhism on the IWB. Ask pupils in groups to complete a "Who? What? Where? When? Why?" Feed back from groups and compile prior knowledge/questions.</p> <p>Now display further multiple images of Sikhs engaged in aspects of life, with particular emphasis on community. E.g. Worship in the Gurdwara, festivals, Langar. In small groups, make observations and record these on sticky notes. Also record questions that are raised by the images about the Sikh faith. Share these as a class and allow possible answers to questions to be discussed. Keep a whole class record of these questions to refer back to as the unit progresses.</p>	<p><i>I can identify and discuss my role in various communities. (AT2 L3)</i></p> <p><i>I can show understanding of how being in a community can give both responsibility and support. (AT2 L4)</i></p> <p>I can suggest ways in which Sikhs take responsibility and show support to others as part of a community. (AT1 L4)</p> <p><i>I can raise questions about the Sikh faith that are puzzling and suggest some possible answers. (AT2 L4)</i></p>	<p><i>Time may need to be given to explore with pupils the meaning of community, before embarking on this self-reflection activity.</i></p> <p><i>The Khanda is made up of three parts:</i></p> <ol style="list-style-type: none"> <li><i>1. The double-edged sword (the khanda) used during the Amrit ceremony. It represents freedom and justice.</i></li> <li><i>2. The circle, which can also be found in the bracelet (the Kara) worn by all Sikhs on their right wrist. It symbolises infinity and the unity of God (no beginning and no end).</i></li> <li><i>3. The two curved swords or Kirpans, representing the two powers – spiritual and earthly.</i></li> </ol>

**Key Question: *What difference does being a Sikh make to a believer's life?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To show understanding of some Sikh values and the impact they have on Sikh Community life.</p> <p>To reflect on and describe their own attitudes to values and commitments.</p>	<p>Consider the Sikh values of sharing (vand chhakna) and service (sewa) to others, represented by the Langar (kitchen attached to the Gurdwara, serving free food to anyone who comes). Consider its importance for Sikhs. What does it mean to eat together?</p> <p>Explore other Sikh values such as earning one's living by honest means (Kirat karna), acceptance of God's will (hukam) and equality of gender, race and creed.</p> <p>Explore what values pupils have, why they hold them, and how they manifest them in their own lifestyles.</p> <p>Explore Sikh prohibitions in lifestyle:</p> <ul style="list-style-type: none"> <li>• Not eating meat that has been ritually slaughtered - most Sikhs are vegetarians;</li> <li>• Not using tobacco, alcohol or harmful drugs.</li> </ul> <p>Discuss what prohibitions pupils think they themselves should have in their own lifestyles, and why.</p>	<p>I can describe what is special about a Langar kitchen. (AT1 L3)</p> <p>I can make a link between the Langar and the Guru's teaching. (AT1 L3)</p> <p>I can use correct religious vocabulary to describe and show my understanding of Sikh values. (AT1 L4)</p> <p><i>I can apply ideas about values such as service and sharing to my own life. (AT2 L4)</i></p>	



**Key Question: *How did Sikhism begin?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on and describe the qualities of leadership.</p> <p>To know and understand how Sikhism began.</p>	<p>In groups discuss what a leader is and what sort of things they do. What sort of things inspire and influence others?</p> <p>Discuss examples of leaders from history, current events etc.</p> <p>Raise ideas about leaders who inspire people or start things. Categorise how people become leaders:</p> <ul style="list-style-type: none"> <li>• elected (e.g. prime ministers);</li> <li>• forced to be or born to be (e.g. monarch);</li> <li>• feel inspired to be (e.g. religious leader.)</li> </ul> <p>Ask groups to categorise the leaders that they had chosen, under the above headings.</p> <p>Show a picture of Guru Nanak as a boy in a situation which shows him to be 'special' (e.g. the snake and the father).</p> <p>Ask pupils to do speech bubbles for the characters in the picture.</p> <p>Discuss what they think is going on.</p> <p>Tell the story behind the picture and reveal that people felt they knew Nanak was going to be special.</p> <p>Tell the story of Nanak disappearing at the river and selected other stories from his life.</p> <p>Refer back to the qualities of leaders and identify which apply to Guru Nanak.</p> <p>Ensure that the idea of Guru Nanak being inspired by God is highlighted.</p> <p>Pupils discuss in groups what would inspire and influence them in a leader.</p>	<p>I can describe characteristics of leadership. (AT1 L3)</p> <p>I can make links between beliefs and sources. (AT1 L3)</p> <p><i>I can describe some of the things that inspire and influence myself and other people. (AT2 L4)</i></p>	<p><i>Further time could be given here to explore the qualities of leadership. Pupils could be encouraged to research a particular leader from history and identify the qualities common to many, and those that set some leaders apart.</i></p> <p><i>Stories about Guru Nanak can be found in Living Religions and also on the website: <a href="http://www.sikhnet.com/Stories">http://www.sikhnet.com/Stories</a></i></p>

**Key Question: *What happened to Sikhism after Guru Nanak died?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on the choosing of a new guru including identifying desired qualities.</p> <p>To understand why the Ten Gurus are important to Sikhism.</p>	<p>As Guru Nanak came to the end of his life, he set about finding the right successor.            Discuss what qualities he would be looking for.            Write a job advert for the next Guru based on the qualities Guru Nanak may have sought.            Share the story of how Guru Nanak chose his successor, Lehna. Were the qualities identified earlier to be found in Lehna?            Investigate the lives of one or two of the other nine Gurus. (This could be done in groups).</p> <p>Guru Arjan (the fifth guru) who compiled the Adi Granth (holy book), built the Golden Temple, and was the first Sikh martyr.            Guru Har Gobind (the sixth Guru) who is remembered at the Sikh festival of Diwali for helping to have prisoners released.            Guru Tegh Bahadur (the ninth Guru) who was martyred for the principle of religious tolerance. Talk about martyrdom and ask pupils to consider what causes they think are worth living or dying for, and why.            Guru Gobind Singh (the tenth Guru), founded the Khalsa, the 'community of the pure' to which all initiated Sikhs belong. An annual festival, Vaisakhi, marks this.</p> <p>Groups could create and display posters with key information about the Guru or present a T.V. show for "The History Channel" etc. (Remember not to let anyone act out the role of a Guru though!)</p> <p>The important thing is to focus on what role each Guru had in the development of the Sikh religion and why the Gurus are still so important to Sikhs in Britain today.</p> <p>What influence/inspiration were they upon modern Sikhs and life today?            What challenges might arise for Sikhs in trying to follow the teachings of the Gurus?</p>	<p>I can describe key events in the lives of some of the Gurus. (AT1 L3)</p> <p>I can make links between beliefs and stories/practices. (AT1 L3)</p> <p>I can describe the impact of religion on people's lives. (AT1 L4)</p> <p><i>I can describe what influences and inspires people and how beliefs can impact upon lives. (AT2 L4)</i></p>	<p><i>Guru Nanak put his followers to many tests to see who were the most faithful. Once, while accompanied by Lehna and his two sons, Guru Nanak came across what looked like a corpse covered with a sheet. "Who would eat it?" asked Guru Nanak unexpectedly. His sons refused, thinking that their father was not in his senses. Lehna though agreed and as he removed the cover he found that it was a tray of sacred food. Lehna first offered it to Guru Nanak and his sons and then partook of the leftovers himself. Guru Nanak on seeing this replied;</i></p> <p><i>"Lehna, you were blessed with the sacred food because you could share it with others. If the people use the wealth bestowed on them by God for themselves alone or for treasuring it, it is like a corpse. But if they decide to share it with others, it becomes sacred food. You have known the secret. You are my image." (Janamsakhi)</i></p> <p><i>There are many more stories about the tests Guru Nanak put his sons and followers through.</i></p> <p><a href="http://www.sikhworld.co.uk/page3.html">http://www.sikhworld.co.uk/page3.html</a> is a useful website for children to use as part of their research into the Sikh Gurus.</p>

**Key Question: Which Guru do Sikhs follow today?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that the Guru Granth Sahib is the final Sikh Guru as well as a holy book.</p> <p>To understand how the Guru Granth Sahib is treated by Sikhs.</p> <p>To begin to understand some of the reasons why the Guru Granth Sahib is so important to Sikhs.</p>	<p>Share why Guru Gobind Singh decided that no other human Gurus would follow him (because no more were needed). The Guru Granth Sahib could be available to everyone in a way that a human Guru could not be.</p> <p>Discuss what makes a book special. Which books are special to us? Why?</p> <p>How do people show respect for special things?</p> <p>What about treatment of special books? Refer back to work on The Torah, Qur'an, and Bible etc.</p> <p>Explore how the Guru Granth Sahib is treated in the Gurdwara today. Use videos, posters and, preferably, a visit. Focus on key features – Where kept, Granthi, Chauri, etc.</p> <p>Discuss the title 'Guru'.</p> <p>Ask pairs of pupils to write an e-mail guide/talk on how to show respect to the Guru Granth Sahib.</p> <p>Find out how the Guru Granth Sahib is used in worship. (Focus could be on daily worship or / and on special events such as choosing a baby's name etc.)</p> <p>In groups, give the pupils a set of cards giving reasons for the importance of the Guru Granth Sahib. Ask them to rank the reasons in a Diamond 9 and feed back their justification.</p> <p>What impact does the Guru Granth Sahib have on a Sikh's life today? Invite a Sikh visitor to explain their views and give examples of the influence of the teachings in their life.</p> <p>What influences/guides pupils' own lives?</p>	<p>I can describe how the Guru Granth Sahib is treated and used in worship, along with reasons for the way it is treated. (AT1 L4)</p> <p>I can explain the importance of the Guru Granth Sahib and its impact on the lives of devout Sikhs. (AT1 L5)</p> <p>I can explain how religious sources are used to provide answers to ultimate questions and ethical issues. (AT1 L5)</p> <p><i>I can explain what influences my own way of life. (AT2 L5)</i></p>	<p><i>There is a useful example of the place of the Guru Granth Sahib in the Gurdwara at <a href="http://www.cleo.net">www.cleo.net</a></i></p> <p><i>Diamond 9 requires groups to rank with top choice, next 2, next 3 etc:</i></p> <pre style="text-align: center;"> A  B  C D  E  F  G  H   I           </pre>

**Key Question: How do Sikhs express their beliefs?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know about the Amrit - Sikh Initiation Ceremony and show understanding of its importance in Sikh life.</p> <p>To make links with ceremonies in other religions.</p>	<p>Explain that the Amrit ceremony only takes place when a Sikh is old enough to decide to take the responsibility. Explore the ceremony. What questions do pupils have? What interests them? What do they find puzzling?</p> <p>What challenges might this change in life bring to a young devout Sikh in Britain today?</p> <p>Discuss the four forbidden acts.</p> <p>What forbidden acts are part of the school rules?</p> <p>In groups, choose which four are the most important and why?</p> <p>More able pupils could write a letter from a Sikh who has been through Amrit, explaining what happens and the feelings and responsibilities involved.</p> <p>If possible, invite in a Sikh visitor to talk about what the Amrit ceremony meant to them, the importance of the five Ks and to discuss issues and answer questions which have arisen.</p> <p>Draw comparisons with Confirmation from Christianity or Bar/Bar Mitzvah in Judaism.</p> <p>What events in pupils' own lives carry new responsibilities and challenges?</p> <p>Further discussion could take place around the wearing of the five Ks and how this is sometimes an issue for Sikh students in schools in Britain today. There are news articles from recent years where this sort of debate has been highlighted by the media.</p>	<p>I can describe the main parts of the Amrit ceremony and the teachings it represents. (AT1 L3)</p> <p>I can describe the impact of religion on people's lives. (AT1 L4)</p> <p>I can identify similarities and differences between the Amrit ceremony for Sikhs and Bar - Mitzvah for Jews or Confirmation for Christians. (AT1 L4)</p> <p><i>I can raise questions and suggest answers to questions of identity and belonging and apply ideas to my own life. (AT2 L4)</i></p>	<p><i>Pathways of Belief video explores the Amrit ceremony effectively, including interviews with Sikh young people.</i></p>

**Key Question: *How do Sikhs worship?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the key features of the Gurdwara.</p> <p>To understand the purpose and importance of the Gurdwara for Sikhs.</p> <p>To understand some of the ways in which Sikhs might worship in the Gurdwara.</p>	<p>Introduce the idea of special places dedicated for worship. Link with Christianity/Islam/Judaism etc.</p> <p>Look at pictures of a Gurdwara or use a video without the soundtrack.</p> <p>Ask groups to note down what they see and raise questions about the Gurdwara.</p> <p>Feedback and compile information from groups.</p> <p>Listen to the video commentators or give text to accompany pictures.</p> <p>Identify the important features of the Gurdwara. Emphasise the prominence of the Guru Granth Sahib and the importance of the Langar to Sikhs.</p> <p>Watch a DVD/video of worship within the Gurdwara.</p> <p>What do worshippers do?</p> <p>Why? What is the significance of their actions?</p> <p>What have you seen or heard about Sikh worship in a Gurdwara that reminds you of worship in another faith? Discuss similarities/differences. Explain how Sikhism began (links with Islam and Hinduism).</p> <p>Which part of the Sikh Gurdwara or worship would you find most difficult? What would you find most enjoyable? (Think- pair -share).</p> <p>What would you do or say if a Sikh friend said he/she couldn't come out with you because he/she was going to the Gurdwara to worship?</p> <p>What challenges are there to belonging to a religion? Discuss challenges in own lives.</p>	<p>I can identify and describe the key features of the Gurdwara. (AT1 L3)</p> <p><i>I can raise questions about aspects of the Gurdwara that are puzzling. (AT2 L3)</i></p> <p>I can describe the main features of Sikh worship in the Gurdwara. (AT1 L3)</p> <p>I can describe the impact of faith upon people's lives (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain similarities and differences between worship in different faiths. (AT1 L5)</p> <p><i>I can express my views on the challenges of belonging to a religion. (AT2 L5)</i></p>	

**Key Question: *What makes a Gurdwara a special place?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand how the main features of the Gurdwara contribute to it as a place of worship.</p>	<p>Visit a Gurdwara.            Prepare questions to ask beforehand.            (Prepare pupils for visit. Awareness of ritual – remove shoes, cover heads, wash hands etc. Use the guidance on the CD accompanying the Agreed Syllabus.)            Identify the key features seen in the video/pictures whilst exploring the building. Take digital photographs.             Write reflections about the experience.             If possible, talk to members of the Sikh community about what the Gurdwara means to them.             Pairs produce guidebooks about what will be found and why each feature is important to a devout Sikh.            Higher attaining pupils could link features with key beliefs of Sikhism and sources.            Alternatively, pupils could create a design for converting a newly acquired building to a Gurdwara. They need to annotate the plans, explaining the significance of the features they have included.             Conclude what is important in a Gurdwara, why and the significance for Sikhs within worship.</p>	<p>I can raise questions about the Sikh faith and Sikh worship to put to a member of the Sikh faith. (AT1 L3)             Using a developing religious vocabulary, I can explain the importance of the Gurdwara for Sikhs. (AT1 L4)             I can describe the main features of Sikh worship in the Gurdwara and relate them to beliefs. (AT1 L4)             I can describe some of the reasons for people belonging to a religion. (AT1 L5)             I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1 L5)</p>	<p><i>See guidance on visiting a place of worship – Support Materials.</i></p>

**Key Question: *Why is there a kitchen in a Sikh holy building?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the teachings Sikhs try to follow about sharing equally.</p> <p>To understand the significance of the Langar within the Gurdwara.</p> <p>To reflect on how values are shown through the way we live.</p>	<p>Give two pupils a bag of sweets. They can do what they like with them. Ask the rest of the class in groups to discuss and write a speech stating all the reasons why they think their group should have the sweets.</p> <p>Listen to all the groups' speeches and then the two with the sweets decide what they are going to do.</p> <p>What advice would the Sikh faith give about the sweets? Which values would they be expressing? (Equality, sharing, generosity).</p> <p>Reflect on what our values are and how we show what is important to us through the way we lead our life. What challenges might belonging to the Sikh faith bring? Refer back to earlier ideas already raised.</p> <p>Find out about the Sikh Langar. Link with Sikh beliefs of equality.</p> <p>Follow an important assembly/Collective Worship one morning with a quiet time of relaxation and quiet discussion over a drink and biscuit. Relate this to Sikhs in the Langar after a service in the Gurdwara.</p>	<p>I can make links between the Langar and Sikh beliefs about sharing and generosity. (AT1 L4)</p> <p>I can describe ways in which my values are shown in the way I live. (AT2 L4)</p> <p>I can explain the significance of the Langar to Sikhs. (AT1 L4)</p> <p><i>I can reflect upon and describe what influences myself and others. (AT2 L4)</i></p> <p><i>I can explain what influences me, expressing my own and others' views about the challenges of belonging to a religion. (AT2 L5)</i></p>	



**Key Question: *How do festivals help Sikhs put their beliefs into practice?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know Sikh festivals and understand their significance to Sikhs.</p>	<p>Choose one or two festivals that are significant to Sikhs – (Guru Nanak’s birthday; Divali; Hola Mohalla, Vaisakhi.)</p> <p>In groups, pupils:</p> <ul style="list-style-type: none"> <li>• Research the events, customs, beliefs and experiences connected with the chosen festival(s);</li> <li>• Focus on the way beliefs and values are put into practice through the customs and traditions of the festival(s);</li> <li>• Record what they have learnt about the festivals in a manner of their choosing, to then share with the rest of the class;</li> <li>• Other groups comment/question to extend own learning;</li> <li>• Discuss how beliefs are exemplified through a variety of different practices;</li> <li>• What similarities/differences with other festivals were observed?</li> <li>• What did pupils find most interesting/puzzling from what they have learned?</li> </ul>	<p>I can research and communicate key aspects of a Sikh festival, including the beliefs and practices associated with it. (AT1 L4)</p>	

**Key Question: *What have I learned about Sikhism?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To assess the knowledge and understanding gained about Sikhism.</p>	<p>Using a variety of artefacts and images (mainly from Sikhism but including a few from other faiths), pupils in small groups, select three or four to talk about. They should use these to explain key aspects of Sikhism that they have learnt about and to describe any links they can make to their own beliefs and ideas or that of other faiths.</p> <p>Higher attaining pupils should be able to explain the reasons behind various practices and show understanding of diversity of forms of religious expression within the Sikh faith and between religions. They should make reference to some of the challenges of belonging to a religion.</p> <p>Pupils should be given a choice of presentation style.</p>	<p>I can use a developing religious vocabulary to demonstrate my knowledge and understanding of Sikhism. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain key beliefs and practices in Sikhism, and show that I recognise diversity in religious expression within and between religions. (AT1 L5)</p> <p><i>I can make links between aspects of the Sikh faith and my own beliefs or those of other faith groups. (AT2 L4)</i></p> <p><i>I can express my own and others' views on the challenges of belonging to a religion. (AT2 L5)</i></p>	<p><b><i>This could be an opportunity to assess the knowledge and understanding gained from this unit.</i></b></p>