



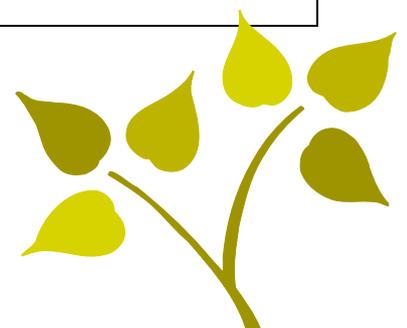
# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification



**Title:** Sikhism as a Living Religion: *What is it like to follow a Sikh way of life in Britain today?*

**Year Group:** 7/8/9



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## Non-Statutory Exemplification

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**Year Group:** 7/8

### About this unit:

This unit provides opportunities for the development of understanding of religious diversity and key Sikh beliefs. It enables pupils to reinforce earlier learning about Sikhism, and to build a clear and accurate picture of the religion that includes its origins, its present place in British life and its beliefs, teachings and spirituality.

The unit asks pupils to think for themselves about questions to do with God, living a Sikh way of life and how the faith is expressed. It enables them to understand that not all Sikhs belong to the Khalsa and to make informed responses to people's values and commitments, including Sikhs, in light of their learning.

The focus is on enabling pupils to explore some challenging questions raised by contemporary Sikhism, including their approach to life and service to the community. They will explore the impact that Sikhism has on individuals and the community.

Pupils will be encouraged to think for themselves about questions to do with ritual, community and equality and encouraged to consider what can be learned from the examples given by the Khalsa and the sharing of the Langar. It is important for pupils to understand the contributions that Sikhs make to the life of their community, Britain and the wider world.

### 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, building from learning in Key Stage Two.

The focus on local and national examples has the intention of enabling pupils to explore the idea of 'British Sikh identity' and carries with it a part of RE's concern for attitudes that enable respect for all and community cohesion.

By considering the concepts of ritual, equality and community, pupils will be encouraged to think about how these things relate to their own lives.

This unit contributes to the continuity and progression of pupils' learning by building on the Key Stage Two unit about Sikhism and building upon other learning about major faiths.

**.Estimated teaching time for this unit: 12 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 12 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 linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

### Key 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:**

**Ritual** (The keeping of particular rituals is an important part of belonging to a religion);

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

**Equality** (This is an important concept in Sikhism. Men and women have been considered as equal from the first days of the religion).

### **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 impact on people's lives;
- **Respect for all** by developing a willingness to learn from the Sikh ideas on equality;
- **Open mindedness** by engaging in positive discussion and debate, learning from others and going beyond surface impressions.

### **The unit will provide these opportunities for pupils:**

- To consider the concepts of equality, ritual and community;
- To consider mutual respect and understanding by examining a variety of beliefs and cultures;
- To consider a diverse range of views about questions about issues of belonging, community and ritualistic behaviours;
- From the study of Sikhism, pupils will be able to think about their own experiences and views in relation to questions of equality and community;
- Experiences and opportunities provided by this unit include an exploration of the importance of Community service, time to think and reflect on their own and others' way of life, a variety of writing and thinking skills 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 also 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.

The Sikh religion begins with unity and peace – Kabir and Guru Nanak saw the unity of humanity under God as a key tenet. Guru Arjan, the fourth, and Guru Tegh Bahadur, the ninth Guru were both martyred for their faith. The Tenth Guru, Gobind Singh, established the Khalsa, a brotherhood of those prepared to defend their faith at a time when the community was under attack. The tension between the need to defend and the pursuit of peace is illustrated in many stories of the Gurus. In the contemporary world, the Sikh experience of minority status is interesting and relevant here: Sikhs in India and Britain deserve understanding and human rights, but these are sometimes threatened.

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>            Akal Purakh            Granthi            Gurdwara            Guru            Guru Granth Sahib            Ik Onkar            Kachera            Kangha            Kara            Kesh            Khalsa            Khanda            Kirpan            Langar            Manji Sahib            Mool Mantar            Palki            Sewa            Nam simran            Waheguru</p> <p><b>Religious studies</b>            Application            Authority            Commitment            Community            Equality            Eternal            Holy            Hypocrisy            Sacred</p>	<p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>▪ Artefacts</li> <li>▪ Posters</li> <li>▪ Sikh Music</li> </ul> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) <a href="http://www.natre.org.uk">www.natre.org.uk</a> Search the database of pupil writing for the views of Sikh children.</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.sikh.org">www.sikh.org</a></li> <li>▪ <a href="http://www.sikhs.org/philos.htm">www.sikhs.org/philos.htm</a></li> <li>▪ <a href="http://www.sikhnet.com">www.sikhnet.com</a></li> <li>▪ The Sikh Langar: <a href="http://allaboutsikhs.com/way/langar.htm">http://allaboutsikhs.com/way/langar.htm</a></li> <li>▪ BBC Religion and Ethics: <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a></li> <li>▪ <a href="http://www.khalsaaid.org">www.khalsaaid.org</a> is the website of the Sikh humanitarian charity Khalsa Aid and showcases examples of Sikhs working for justice at the centre of some of the world's conflicts.</li> </ul> <p><b>Books</b></p> <p>“The Sikh Experience” – Philip Emmett (Hodder and Stoughton)            “Sikhism: A Pictorial Guide” – (CEM – RE Today Services)            “Sikhism” – Sue Penney (Heinemann)</p> <p><b>Film/ Video/ DVD</b></p> <p>Belief File            Bend it like Beckham</p>

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

- Opportunities for **spiritual development** come from reflecting on their own ideas of spirituality;
- Opportunities for **moral development** come from an understanding of the Sikh sense of equality and how the same concepts can be applied to their own lives;
- Opportunities for **social development** come from an understanding of the need to work in the community;
- Opportunities for **cultural development** come from encountering examples of how Sikhism has contributed to cultural achievement.

**EXPECTATIONS: At the end of this unit....**

<b>Pupils working at level 4 will be able to:</b>	<b>Pupils working at level 5 will be able to:</b>	<b>Pupils working at level 6 will be able to:</b>
<ul style="list-style-type: none"> <li>• Use a widening religious vocabulary to show that they understand the Gurus' teaching on equality and service (AT1);</li> <li>• Describe the impact of Sikh faith on individual and community life (AT1);</li> <li>• <i>Raise and suggest answers to questions about belonging, diversity and commitment (AT2).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Raise and suggest answers to questions arising from the stories about the Gurus (AT1);</li> <li>• Share questions about God which are often asked and suggest how a Sikh might answer these in light of the teachings of Guru Nanak in the Mool Mantar (AT1);</li> <li>• <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about equality (AT2);</i></li> <li>• <i>Explain their views about connections between stories and teachings of the Gurus and issues in today's world, suggesting what action a Sikh might take, and why, in response (AT2).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explain why the impact of Sikh beliefs upon the lives of Sikhs in Britain varies between individuals and within communities (AT1);</li> <li>• Use religious and philosophical vocabulary to explain Sikh beliefs, explaining reasons for diversity (AT1)</li> <li>• <i>Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments (AT2);</i></li> <li>• <i>Express insight into their own and others' views on questions of identity, diversity and belonging (AT2).</i></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.*

*The learning tasks set in the last lesson can be used as assessment opportunity. It aims to elicit engaged and reflective responses to the material encountered throughout the unit, across the ability range.*

**UNIT TITLE: Sikhism as a Living Religion: *What is it like to follow a Sikh way of life in Britain today?***

**Key Question: *What do I already know about Sikhism?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To activate prior knowledge and understanding about Sikhism.</p> <p>To open up the enquiry of the unit so that pupils can be curious and speculative in their RE work, setting the agenda for a unit.</p>	<p><b>Starter:</b> Ask pupils to mind map their knowledge of Sikhism. This gives them the freedom to write or draw their ideas. They should then join as pairs, then small groups to discuss and broaden their understanding. Feedback should then be given to the whole class and knowledge compiled.</p> <p><b>Development:</b> Move into information about Guru Nanak and the emergence of Sikhism as a new living religion. Explain how the religion came to be.</p> <p>The message of Guru Nanak is not easy to sum up, but ask pupils to suggest what kind of message a Guru might have for our society today. Nanak stood for equality, community, generosity and the continuous remembering of God. He taught 'God is not a Hindu or a Muslim, so whose path shall I follow? I will follow the path of God.'</p> <p>Pupils, in pairs, then write a short address to their class mates on behalf of the Guru, sharing his vision for their generation.</p> <p>Groups then carry out a card sort activity to recap knowledge of the Ten Human Gurus and the formation of the Guru Granth Sahib. Each card should give dates and brief details of the key actions of each of the Gurus.</p> <p><b>Plenary:</b> Pupils feed back something new that they have learned about Sikhism from the lesson.</p>	<p>I can use developing religious vocabulary to describe and show understanding of sources, ideas and beliefs in Sikhism. (AT1 L4)</p>	<p><i>Sikhism is covered in Key Stage Two.</i> <i>Teachers should ensure work is built upon, not repeated.</i></p> <p><i>Teachers may want to set up the groups for next week so that the pupils can research their chosen Guru for homework and come prepared to the lesson.</i></p>

**Key Question: Why should a Sikh live by the guidance of a book written so long ago?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the importance of the Guru Granth Sahib.</p> <p>To understand why Sikhs treat this book as a human being.</p> <p>To consider what impact this Guru might have on the everyday life of a Sikh teenager today.</p>	<p><b>Starter:</b> What influences/guides pupils in their lives? Jot ideas down, share and feed back.</p> <p><b>Development:</b> Explain that the Guru Granth Sahib has a significant impact on the lives of Sikhs today as a source of guidance and inspiration. Recap reasons for its importance.</p> <p>Give pairs a copy of the Mool Mantar, the opening verses of the Guru Granth Sahib. Ask them to make a list of the key ideas it contains about God, e.g. creator, eternal etc. Then ask what difference such beliefs would make to a person who believed in a God like this. Pairs then join with another pair to share ideas and draw them together. They could use headings such as: <i>How to treat others;</i> <i>Worship;</i> <i>How to treat the world;</i> <i>What matters most etc.</i></p> <p>Groups should be given other passages from the Guru Granth Sahib to consider in a similar way. Each time the key focus should be on what guidance or inspiration it might provide for modern Sikhs today and the impact on their lives. Groups should then report back on their findings and ideas should be drawn together.</p> <p>Pupils should produce a short written (or taped) piece explaining the importance of the Guru Granth Sahib and the stability it has given to Sikhs around the world.</p> <p><b>Plenary:</b> Return to the key question about the significance of an old book for believers today.</p>	<p>I can describe and show understanding of some teachings found within the Guru Granth Sahib. (AT1 L4)</p> <p>I can explain my views about connections between the teachings of the Gurus and issues in today's world, suggesting what action a Sikh might take, and why, in response. (AT1 L5)</p>	<p><i>This is intended to last for more than one lesson.</i></p> <p><i>An extension of this work could be investigating the similarities and differences between the Bible and the Guru Granth Sahib, in terms of the way they are treated etc.</i> <i>Both books are sacred and extremely important but there are key differences to be considered, e.g. Guru Granth Sahib being ritually 'awoken' in the morning and 'put to rest' at night.</i></p>

**Key Question: What impact do Sikh beliefs have on everyday life?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore the additional commitment that a Sikh can make by becoming a Khalsa Sikh.</p> <p>To consider if a shared name brings Sikhs a greater sense of belonging and unity.</p> <p>To consider the impact that Sikh beliefs have on the everyday lives of believers.</p>	<p><b>Starter:</b> Pupils consider who/ what they would be prepared to die for. A family member? Their best friend? Something they believed strongly about? Discuss and feedback ideas.</p> <p><b>Development:</b> Recap the first Amrit ceremony. What was Guru Gobind Singh trying to achieve by forming the Khalsa? Why did he feel that it was necessary to offer additional commitment to the faith?</p> <p>In pairs, discuss what changes becoming a member of the Khalsa would make to the life of a Sikh.</p> <p>Remind pupils of the 5 Ks: <i>Kirpan</i> (a small sword); <i>Kesh</i> (uncut hair); <i>Kara</i> (steel bracelet or slave bangle); <i>Kangha</i> (wooden comb); <i>Kachera</i> (cotton underwear).</p> <p>In groups, examine some of the following issues:</p> <ul style="list-style-type: none"> <li>• Should Sikhs be allowed to carry a Kirpan?</li> <li>• Should Sikhs wear a Kirpan in school?</li> <li>• What happens to the Kirpan when going through airport security?</li> <li>• What happens if Sikhs shave by accident?</li> <li>• Can a Sikh woman shave her legs?</li> <li>• Do Sikhs ever take the Kara off?</li> <li>• Should a Sikh pupil be allowed to wear the Kara for P.E?</li> </ul>	<p>I can describe the impact of religion on Sikh's lives. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1 L5)</p> <p><i>I can apply ideas simply to my own and other people's lives. (AT2 L4)</i></p> <p><i>I can explain and express my own views on the challenges of belonging to a religion. (AT2 L5)</i></p>	<p><i>Pupils may well point out that it is much easier to become a Khalsa Sikh now as they know that they are not really going to die. The commitment shown by the first five seemed much greater and was based on blind faith.</i></p> <p><b><i>Kesh:</i></b> (uncut hair) A Sikh is to maintain and adorn this natural God-given gift. To work with nature and not against it. The Kesh is covered with a <b><i>turban</i></b>, <b><i>Keski</i></b> or <b><i>Chunni</i></b> to keep it clean and manageable.</p> <p><b><i>Kangha:</i></b> (wooden comb) for the maintenance and ongoing upkeep of Kesh. A reminder to regularly maintain the body and mind in a clean and healthy state.</p> <p><b><i>Kara:</i></b> (steel bracelet or bangle) Symbolises an unbreakable bond with God. It is a constant reminder that the Sikh is a slave of the Lord. He or she must only do His work in accordance with the Holy Scripture; to abstain from wrong-doing at all times.</p> <p><b><i>Kachera:</i></b> (cotton underwear) Standard, naturally comfortable, dignified attire reflective of modesty and control. A sign of a soldier; ever ready, dignified and highly mobile.</p> <p><b><i>Kirpan:</i></b> (a small sword) A sign that a Sikh is a soldier in "Akal Purakh's (God's) Army" (Akal Purakh de Fauj); to maintain and protect the weak and needy and for self defence. Never to be used in anger.</p>

	<p>Feedback and discuss further, asking Sikhs from the community for their views, if possible.</p> <p>In order for pupils to demonstrate further their understanding of the 5 Ks and their importance to Khalsa Sikhs alongside the concerns that the wider community, pairs should design a guidance leaflet looking at all issues involved concerning one specific element. Possible booklets could include:</p> <ul style="list-style-type: none"><li>• Airport security briefing;</li><li>• School uniform booklet;</li><li>• Police uniform booklet;</li><li>• Health and safety information.</li></ul> <p><b><u>Plenary:</u></b> Pupils exchange booklets. Key issues are recapped.</p>		
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**Key Question: What can we learn from the teachings of the human Gurus?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To make links between some events / teachings of the Sikh Gurus and issues in today's world, suggesting what action a Sikh might take and why, in response to at least one of these.</p> <p>To express their own reasoned ideas, using a variety of media, about the value for society today, of one of the key principles which Sikhs seek to defend, e.g. equality, selfless service, commitment.</p>	<p><b>Enquiry: What other inspiring Sikh materials can we discover which help to explain Sikh beliefs?</b></p> <p>Select from a range of stories and guidance from the teachings of the Gurus. For example, you might include:</p> <p><b>Teachings on wealth:</b> e.g. The Story of Duni Chand. Focus on the words of the Guru - 'Accursed is the life which is lived only to fatten oneself.' (Guru Granth Sahib page 790.) A version of the story for younger children can be found at: <a href="http://www.cleo.net.uk/resources/index.php?ks=2&amp;cur=15">http://www.cleo.net.uk/resources/index.php?ks=2&amp;cur=15</a> . Pupils can consider the impact made by the Bill Gates foundation and why/ how we give and what makes proper giving. Explore issues of greed and need, wants and necessities.</p> <p><b>Teaching on honesty, rich and poor:</b> e.g. The story of Malik Bhago and Lalo. A version of this story for younger pupils can be found at: <a href="http://www.sln.org.uk/storyboard/stories/si2.htm">www.sln.org.uk/storyboard/stories/si2.htm</a> .</p> <p><b>Teachings on equality and service (Sewa).</b> E.g. Guru Amar Das, the 3<sup>rd</sup> Guru (Guru Granth Sahib page 1378.) For biography visit: <a href="http://www.sikhs.org/guru3.htm">http://www.sikhs.org/guru3.htm</a> . Guru Amar Das is particularly remembered for the founding of the Langar. Details can be found on: <a href="http://www.sikhs.org/guru3.htm">http://www.sikhs.org/guru3.htm</a> . Explore with pupils through a variety of sources how the Langar expresses equality and service (Sewa). Reflect on ways in which people are treated unequally today, why this is and what might be done about it. Consider how wrist bands (e.g. for anti-racism, against global debt, for breast cancer awareness) can express values. Pupils could design their own special wristband or tee shirt to express equality. What would they choose to focus on and what do they think needs changing in society? Would they have a logo/ special colour? What logo might a Sikh use for this purpose?</p>	<p>I can show understanding of the impact for a Sikh of believing that God made all humans equal. (AT1 L4)</p> <p>I can comment respectfully on different viewpoints on a contemporary issue, explaining clearly who holds these views and the views I hold myself. (AT1 L5)</p> <p>I can explain how religious sources are used to provide authoritative answers to ethical issues. (AT1 L5)</p>	<p><i>Pupils should use sources of information from the web, books and Sikh interviews, for example.</i></p> <p><i>The work is likely to last for several lessons and needs to be set up to involve research as a possible homework task.</i></p> <p><i>There are some useful activities in "Developing Secondary RE; Justice and Equality" (Pg 7) and an activity on the Soup Stone story in "Looking Inwards, Looking Outwards".</i></p> <p><i>"Looking Inwards, Looking Outwards", is a CEM publication (ISBN 185100 100X)</i></p>

	<p><b>Teaching on standing against oppression and injustice.</b> E.g. Guru Har Gobind (6<sup>th</sup> Guru) [For biography go to <a href="http://www.sikhs.org/guru6.htm">http://www.sikhs.org/guru6.htm</a>]. Guru Har Gobind refused to be freed from prison unless Hindu prisoners were released with him. This event is remembered today at Sikh Divali celebrations. Pupils should explore the story and identify the beliefs and values Har Gobind put into practice.</p> <p>Har Gobind worked to achieve the release of prisoners of conscience. Look at Amnesty International website and real life stories about prisoners of conscience today. How does this reflect the work done by Har Gobind and the Sikh understanding of justice and equality? What values underpin Amnesty and the work of Peter Benenson, and how do they link to Sikhism and the actions of Har Gobind? Students can consider why people are imprisoned for acts of conscience and what can be done to help. Role plays can be devised with prisoners, guards, a Sikh letter writer and government officials all reflecting on the situation. What might a Sikh want to do in this situation and why?</p> <p>Other activities can include reflective diary accounts, compare and contrast statements, and rank ordering values of Sikhs, themselves and Amnesty International. Are there any similarities/differences?</p> <p><b>Teaching on commitment and self sacrifice.</b> E.g. Guru Teg Bahadur (9<sup>th</sup> Guru) [For biography visit <a href="http://www.sikhs.org/guru9.htm">http://www.sikhs.org/guru9.htm</a>]. Explore the concept of sacrifice through the story of Guru Tegh Bahadur. Begin by reading about the Guru, his character and values. Having gained a basic knowledge of the story, the pupils are then asked to think empathetically about the key players. The class is divided into small groups, with each group taking a short scene from the story as their base. Pupils devise, write and then pitch a range of questions for the key characters. This "hot-seating" shows the progression in both knowledge and understanding that pupils can make through the lesson.</p> <p><b>Teaching on commitment and brotherhood.</b> E.g. Guru Gobind Singh (10<sup>th</sup> Guru). [For biography visit <a href="http://www.sikhs.org/guru10.htm">http://www.sikhs.org/guru10.htm</a>]. Guru Gobind Singh is the founder of the Khalsa – the Sikh brotherhood. Begin by reading about the Guru, his character and values. Having gained a basic knowledge of the story, develop activities to engage pupils with the key concepts of having the courage to stand up for what you believe (moral courage/ commitment) and expressing beliefs through actions and symbols (e.g. the wearing of the 5 K's).</p>		
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**Key Question: *What have we learned from the teachings of the Guru?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To respond for themselves to Sikh ideas about community, beliefs and equality.</p> <p>To use enquiry and analytical skills to develop a well reasoned expression of the messages Nanak might have for modern society.</p> <p>To express with insight their own understanding of connections between our lives and the teaching of the Sikh Gurus.</p>	<p><b>Provide resources and materials for pupils to review their understanding of the impact of the gurus and their teachings. They should choose one or two (or more) of the following areas to explore and explain and show their understanding of Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Investigate stories of commitment and revelation in the Sikh tradition, e.g. stories from the life of Guru Nanak and his followers. What were they committed to? What did they believe? How do they convey Sikh beliefs? How do they impact on modern day Sikhs?</li> <li>• What is the link between belief and the worship of the Gurdwara? What is sacred there? Why does Langar (the common meal or kitchen) play such an important role? How does the Gurdwara reflect Sikh beliefs? What do I think about these beliefs?</li> <li>• Examine the values of the Gurus: equality of race, creed, and gender: What would Guru Nanak’s message to our society be? Who teaches wisdom in our society? What makes a Guru worthy of following?</li> <li>• Reflect on the ideas of Sewa (service to humanity) and Nam Simran (meditation on the scriptures). What support or challenge do these practices provide to Sikhs? What supports and challenges me in my life?</li> <li>• Examine empathetically what British Sikhs today say about their faith and tradition, its value, influence and what it holds sacred. What do I feel about these things?</li> </ul>	<p>I can express views and insights for myself into questions of value and commitment in the light of Sikh teaching. (AT1 L5)</p> <p>I can interpret Sikh commitments in various ways for myself, using the study to develop and express insights of my own. (AT1/2 L6).</p>	

**Key Question: *Is the Gurdwara important to the Sikh Community?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the importance of the Gurdwara for Sikhs.</p> <p>To explore the importance of the Langar in the unification of Sikhism.</p>	<p><b>Starter:</b> Pupils in pairs/ trios idea storm as many reasons as they can for why they continue going to school regularly, e.g. commitment, law, belonging, to receive teaching, for preparation for future, support, friendship etc. Which of these reasons do they think most closely match reasons why a Sikh might go to the Gurdwara? Feed back ideas.</p> <p><b>Development:</b> Pupils, in groups, examine why it is important for British Sikhs to have access to a Gurdwara. Why do they go? Is it just for worship and festivals? What does the Gurdwara provide for its members? Is it more important for British Sikhs who live miles away from India where the religion originated or not?</p> <p>Remind pupils of the Langar. Why is this so important in Sikhism? How does it reinforce key beliefs within Sikhism (such as equality)? How do these key beliefs affect the daily life of a Sikh in Britain?</p> <p>Provide pupils with access to a range of materials which help them to understand the central role of the Gurdwara and the significance of the Langar. A visit and interaction with the Sikh community would be highly beneficial here.</p> <p><b>Plenary:</b> Class produces mind map summarising responses to the Key Question.</p>	<p>I can describe the impact of religion on Sikh's lives. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1 L5)</p> <p><i>I can apply ideas simply to my own and other people's lives. (AT2 L4)</i></p> <p><i>I can explain and express my own views on the challenges of belonging to a religion. (AT2 L5)</i></p>	<p><i>Some pupils may have visited a Gurdwara at KS2. However there would still be benefit in such a first hand experience. See the Agreed Syllabus Support Materials for guidance on a visit and local contacts. There are Gurdwaras in Kettering, Northampton, Leicester, Peterborough and Milton Keynes.</i></p>

**Key Question: *What have I learned about myself from my work on Sikhism?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To respond for themselves to Sikh ideas about community, beliefs and equality.</p> <p>To express with insight their own understanding of connections between our lives and the teaching of the Sikh Gurus.</p>	<p>Focus on developing pupils' own self understanding through exploring questions such as: Who do I follow? Who would my Guru be? What service to humanity matters to me? What kinds of equality do I build up? What is sacred to me?</p> <p>Ask pupils in a final task to draw together and develop their understanding of Sikhism in relation to Northamptonshire. Would the Guru be pleased to see this county? What would his verdict be on our shopping centres, on the presence of homeless people, on our thoughts and ideas about God?</p>	<p><i>I can express views and insights for myself into questions of value and commitment in the light of Sikh teaching. (AT2 L5)</i></p> <p><i>I can interpret Sikh commitments in various ways for myself, using the study to develop and express insights of my own. (AT2 L6).</i></p>	