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| **Name of Unit:** What Does It Mean To Be a Sikh? | **Faith:** Sikhism |
| **Key Stage in which this unit should be taught:** KS1 or KS2 | **Recommended Year Group *(if specified):*** |
| **Previous Learning:** What do Sikhs believe? Previous Sikhism unit | |
| **AT1 Learning About Religion**  *Main Focus:* Practices and Ways of Life | **AT2 Learning From Religion**  *Main Focus:* Identity and Belonging |
| **What This Unit Teaches:**  What it means to belong to a community;  The key teachings of Sikhism;  The Gurdwara & Guru Granth Sahib;  What is means to be a Sikh and its link to Islam. *(Extension activity)* | |
| **Key RE Vocabulary:**  Langar, Guru Nanak, Kesh, Kara, Kachera, Kanga, Kaccha, Kirpan, Gurdwara, Guru Granth Sahib. | **Cross-Curricular Links:**  DT, Art and Design, English, PSHE. |
| **Spiritual, Moral, Social and Cultural Development:**  Reflection,  Cultural opportunities, Collaborative learning. | **Sensitivities:**  Be mindful of pupils’ potential reaction to the Kachera. |
| **Possible Further Thinking and Extension Activities:**  See Session 4 for an opportunity to link to Islam. | **Things you should know**  In Lesson 3 the pupils will be making a Gurdwara, start collecting 3d cardboard boxes, etc. during the weeks prior to this DT opportunity. |
| **Future Learning:** | |

**About this Unit:** What Does It Mean To Be a Sikh?

Estimated Time For This Unit: 6 weeks

**Where This Unit Fits in:** After the Unit: ‘What do Sikhs Believe?’

This is the 2nd unit to be taught on Sikhism.

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| **Prior learning/Pre teaching**  It is helpful if pupils have: | **Religious Vocabulary**  In this unit, pupils will have an opportunity to use word and phrases related to: | **Resources** |
| The opportunity to bring in symbols/artefacts to show groups they belong to e.g. gymnastics badges, Brownies, Football clubs.  Adults to be encouraged to do the same, these could be just clues and pupils guess what. | Guru Nanak  Panj Kakke - the 5 Ks Kesh (uncut hair) Kara (a steel bracelet)  Kanga (a wooden comb)  Kaccha - also spelt, Kachh, Kachera (cotton underwear) Kirpan (steel sword)  Gurdwara  Guru Granth Sahib Langar  Rumalas - cloths to protect the Guru Granth Sahib Chaur / chary-a fan waved above the Guru Granth Sahib | Children’s own artefacts;  Pictures Levels of commitment. Adapt to meet the interest of the pupils;  *Appendix 1*  Feely bag containing representations of the 5 Ks;  Belief cards. |
| **Expectations At the End of This Unit** | | |

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| **Most pupils will:** | **Key Stage 1:**  Know that Sikhism is a different religion to Christianity. Know that Sikhism is one of the main religions of the world.  Use words to describe some aspects of Sikhism and know these are different from Christianity. | **Key Stage 2:**  Use the right religious words to describe and compare the practices of Sikhs with that of another faith.  Know the main beliefs and practises of Sikhs and how Sikhs show their commitment to God. |
| **Some pupils will not have made**  **so much progress and will:** | Know that there are differences between Sikhs and  Christians. They will be able to recall some of the Sikh beliefs. | Sometimes use the right religious words  to describe and compare the practices of Sikhs with that of another faith.  Know some of the main beliefs and practices of Sikhs and how Sikhs show their commitment to God. |
| **Some pupils will have progressed**  **further and will:** | Begin to make links between some of the teachings of  Sikhism and Christianity. | Be able to make links between how Sikhs  and Christians show their commitment to God.  Be able to able to comment how religious teachings affect how Sikhs behave. |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  Pupils should:  AT1:  Know and be able to name the Panj Kakke (5 Ks) and explain what they mean to Sikhs.  AT2:  Be able to identify how and why people belong to different groups and what this means to them and others. |    |    | **What Are You Into?**  Teacher models their artefact and prompts questions from pupils to guess what it is the teacher belongs to.  Pupils share in groups the artefacts they have brought in What is commitment?  Discussion around how pupils can show the “strength of their belonging.”  What would show your greatest commitment to your group?  e.g. Show pictures of a tattoo of football club, a season ticket holder at £1200 a year. (*Appendix 1: Levels of commitment)*  *A Period of Reflection:* Does the level of commitment matter?  Feely bag with representations of Sikh symbols e.g. play knife, shorts, jewellery, hair brush, scrunchie. Can pupils make any links to previous learning about Sikhism?  Name and explain what the Panj Kakke (5 Ks) represent.  *(Appendix 2: The 5 Ks)*  Display opportunity: Create working wall of questions, quotations and photographs of children discussing the groups they belong to. | It is very good practice to, whenever  possible, make links between the faith being studied and Christianity and what Christians believe. This can also be extended to include other faiths as well.  You could also link your school’s values and Collective Worship. It is worth noting that the beginning of this lesson makes links between secular beliefs and religious beliefs.  **Resources:**  (See photos in *Appendix 1* which could be printed off for children to use.)  Feely bag with representations of Sikh symbols e.g. play knife, shorts, jewellery, hair brush, scrunchie.  *Appendix 2:* The Panj Kakke (5Ks.)  **Sensitivities:**  Be prepared for the pupils’ reaction to the Kaccha - also spelt, Kachh, Kachera (cotton underwear.) |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 2**  Pupils should:  AT1:  Know the key teachings of Sikhism.  AT2:  Evaluate the importance of Sikh teachings and link these to other beliefs. |        |      | **What Do Sikhs Believe?**  In pairs give pupils the different teachings / beliefs from Sikhism and Christianity. Do not tell them which is which at the moment *(Appendix 3: Belief cards.)*  Ask them to explore what each one means e.g. through drama, art, etc. Feedback to rest of the class.  Afterwards discuss which is the most important. Pupils should be able to justify their reasons.  Ask the pupils to identify which teachings / beliefs come from Sikhism and which come from Christianity. This could be in the form of a game e.g. run to this area if you think you have a belief / teaching from Sikhism, etc.  Reflect on learning. Are there beliefs / teachings which are the same? Which are different? What does that tell us about Sikhism / Christianity?  Pupils should be encouraged to make links to the teachings, school’s values and “British Values”.  Evidence of learning can be recorded by scribing what the children say and their responses of the different beliefs or videoing the discussion. | **Resources:**  *Appendix 3:* Belief Cards. |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 3**  Pupils should:  AT1:  Know Sikhs have a special place of worship called a Gurdwara and what happens there.  AT2:  Link the practices that take place in a Gurdwara with Sikh beliefs and their own. |  |  | **Where do Sikhs worship?**  Having visited or watched the film about the Gurdwara, in groups pupils make their own Gurdwara and annotate the features with “museum style” labels explaining how each feature links to Sikh teaching and beliefs.  Can pupils include at least 10 features?  Examples: Langar - kitchen, shoes off, flag, Guru Granth Sahib, etc. | Linking this to DT or Computing will  make strong cross-curricular links and enable staff to give this activity more time.  **Resources:**  Possible visit to Gurdwara  Contact SDBE / SACRE to find your local Gurdwara.  *Or* watch  Holy Cribs Gurdwara: [www.truetube.co.uk](http://www.truetube.co.uk/)  Start up Religion: Visiting A Gurdwara by Kanwaljit Kaur-Singh and Ruth Nason |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 4**  Pupils should:  AT1:  Know how Sikhs keep and protect the Guru Granth Sahib.  AT2:  Suggest teachings and beliefs that sustain, inspire and influence Sikhs and think about those which sustain, inspire and influence them. |        |      | **How Do Sikhs Show They Value the Guru Granth Sahib?**  Refer to previous learning lesson on Sikh teachings and Gurdwara, what can the pupils recall, give prompts, referring to pictures from last session.  How do we look after things that are special to us / that we value? Photo frames on a shelf for others to see, mobile phone covers.  The Holy Scriptures for Sikhs is called the Guru Granth Sahib, where ever the book is placed makes the room a Gurdwara. It is covered with a cloth and a chaur / chauri waved across it. The Guru Granth Sahib contains the words of Sikh Gurus and Hindu and Muslim saints.  In groups, design a rumalas - a material covering for the Guru Granth Sahib. The cover should include symbols which reflect the key teaching / beliefs of Sikhs. Refer back to previous session on key teachings. Lay out the rumalas. Can the pupils guess which beliefs / teachings are represented?  Groups should report back to the rest of class about their designs and the choices they have made.  Peer assessment could take place using a previously planned checklist or pro-forma. *(See an example in Appendix 4)*  Ask pupils to think about if any of the designs are similar to those teachings and beliefs that sustain, inspire and influence them.  Evidence of learning: Finished rumalas and video of pupils’ feedback.  Extension Activity: Guru visiting Mekkah *(See Appendix 5.)* | **Resources:**  Materials for rumalas;  Proforma to peer assess the rumala designs *(Appendix 4;)*  *Appendix 5: Guru Nanak Visiting Mecca.* |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lessons 5 and 6**  Pupils should: AT1:  Understand some of the things that are important to Sikhs and how these make a difference to their lives.  AT2:  Give their own and others’ understanding about Sikhs, about who they are, why they belong to their faith and how they show they belong to this faith. |        |        | **How are Sikhism and Christianity Similar and Different?**  Invite a Sikh visitor in to talk to the class about his / her faith.  Pupils to explain what it means to be a Sikh using; an interview, hot seating, storyboard, PowerPoint presentation or film, etc. Pupils plan and present their knowledge of Sikhism from the learning covered during the unit.  Include the similarities and differences that they have discovered between Sikhism and Christianity and any other world faiths that the pupils may recall.  Unpack the ‘I can…’ statements and then, as a class, decide on success criteria for the interview, hot seating, etc.  Share presentations with others in the class.  Pupils peer assess according to the pre-agreed success criteria. | **Resources:**  Technology;  Success criteria written by class.  **Sensitivities:**  Children to be respectful when being interviewed and when peer assessing. |