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| **Name of Unit:** What do Sikhs Believe? | **Faith:** Sikhism |
| **Key Stage in which this unit should be taught:** KS 1 or KS2 | **Recommended Year Group *(if specified):*** |
| **Previous Learning:**  No previous learning is presumed to have taken place; this is the first unit to be taught on Sikhism. | |
| **AT1 Learning About Religion**  *Main Focus:* Beliefs, Teachings and Sources | **AT2 Learning From Religion**  *Main Focus:* Meaning, Purpose and Truth |
| **What this unit teaches:**  This unit gives pupils an introduction to the basic beliefs and practices of the Sikh faith. Pupils are given the opportunity to develop their own understanding of what they believe about belonging and making commitments. | |
| **Key RE Vocabulary:**  Guru Nanak Kesh faith  Guru Gobind Singh Kanga belonging  Mool Mantra Kara commitment  IK Ongar Kachera brotherhood  Khalsa Kirpan  Amrit Sikh | **Cross-Curricular Links:**  Art and Design: In the first lesson, children design their own symbol. This could be used as the starting point for an art topic where children develop their ideas and then make a sculpture of their symbol in clay or paper mache.  PSHE: Children learn to be respectful of other’s beliefs and practices. |
| **Spiritual, Moral, Social and Cultural Development:**  The Sikh faith has a focus on equality and serving others. | **Sensitivities:**  Be aware that the 5Ks have extremely important significance to Sikhs. Please talk about them with respect and care. |
| **Possible Further Thinking and Extension Activities:**  There are opportunities to discuss similar and different beliefs and issues such as equality. | **Resources:** At the time of creating the unit, all web addresses were working.  Primary Resources and the TES website both have many resources on Sikhism.  You will need to have examples of the 5Ks as artefacts for children to handle and reflect on. You can buy these in shops in areas where many Sikhs live, Tooting is particularly good for Sikh artefacts, or at: [www.articlesoffaith.co.uk](http://www.articlesoffaith.co.uk/)  Children’s books in print include: ‘I am a Sikh’ by Cath Senker  ‘Visiting a Gurdwara’ by Kaur-Singh and Nason |
| **Future Learning:**  This units leads on to the unit called ‘What It Means To Be a Sikh.’ | |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  Pupils should:  AT1:  Know that Sikhism is one of the main religions of the world.  AT2:  Reflect on the Sikh statements of belief and compare with those of other faiths. |        |          | **What Do Sikhs Believe About God?**  What is a symbol?  Why do we have symbols?  Look at some symbols from Christianity and other world religions. Can anyone pick one of the symbols and explain what it is for?  Can you tell your talk partner what any of the symbols are for? Why are symbols important?  Who are they important to?  Introduce Sikhism as a world religion. Briefly explain where Sikhs tend to live in the world and that it is one of the 6 most popular religions in the world.  Ask pupils what they already know about Sikhism and what they would like to learn. This could be in the form of a brainstorm or Post-It Notes (5-10 minutes - t*his could be part of a wall display which is added to as the unit progresses).*  It may be appropriate to show a short film clip or PowerPoint to introduce Sikhism.  Why might there by a symbol for Sikhism?  Introduce the IK Ongar. What do the pupils think that this symbol might mean?  Explain that it is a Punjabi symbol which means ‘there is only one God’. This is a very important symbol to Sikhs. Teach about the Mool Mantra which, along with the Ik Ongar, symbolises Sikh belief. *(See Appendix 1 for Mool Mantra and IK Ongar)*  What other symbols or sayings from different faiths do you know? Can you explain what symbols are important to you?  *Activity: KS1:*  Children draw a symbol which is important to them and explain why.  *KS2:*  Children design their own symbol, incorporating their beliefs or ideas / things which are important to them. This could be on paper or 3D in clay or paper mache. *(Art and Design link?)*  *London Dioc*  *Plenary:*  Reflection with Sikh music playing. Children say a sentence to explain or talk about their symbol with the rest of the class. | As this is the first unit on Sikhism and  could be taught in Key Stage 1, (unless they are Sikhs themselves) it is likely that pupils will not know much about Sikhism.  **Resources:**  Living Religions – Sikhism by Chris Richards  ISBN: 0-17-428055-6  **Sensitivities:**  Initially pupils may find pictures of men in turbans amusing. Encourage the pupils to be respectful and understand that wearing a turban is an extremely important part of the Sikh religion.  *esan Board for Schools* |

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| **Lesson 2**  Pupils should:  AT1:  Know about Guru Nanak and his importance in the Sikh faith.  AT2 - KS1:  Talk about what a leader is and their special qualities.  KS2: Reflect on the qualities needed to be a good leader. |        |          | **Why Was Guru Nanak So Important?**  Discuss the qualities of a good leader and thought shower the people you follow.  How many different types of leader can you think of?  Think of the leaders you know. What makes them good leaders? Explain that the Main Leader of the Sikh Faith is Guru Nanak.  Explain the term “guru” meaning teacher and Sikh meaning “learner”.  Teach the early life of Guru Nanak using DVD, books and internet resources. *(see Resources section)*  Focus on how Guru Nanak’s teaching on equality and his experience of going to bathe and being with God for 3 days when he was 30 years old.  What do the qualities of Guru Nanak teach a Sikh about how to behave towards other people?  Make links to the Sikh statements of belief and IK Ongar learnt about in the previous lesson.  *KS1*: Children create a fact sheet of someone special in their own lives who leads them. They explain why they think they are special and a good leader.  *KS2*: Using the Diamond Nine format challenge children to rate the qualities of a good leader in order of importance. Leave one card blank, for children to add their own important quality.  *Plenary:*  Groups present their fact sheets or Diamond Nine to the rest of the class or to another group, explaining their reasoning.  Draw comparisons with Guru Nanak as a leader. | There were ten gurus in all. Today we  will be learning about the first: Guru Nanak.  **Resources:**  Living Religions – Sikhism by Chris Richards  ISBN: 0-17-428055-6  KS1:  Sikh Stories by Anita Ganeri ISBN: 9780237544133  KS2:  BBC ‘Pathways of Belief’ - Sikhism -The Beginnings of Sikhism  **Sensitivities:**  Bear in mind any Muslim or Hindu children and be particularly sensitive to their religious beliefs. |

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| **Lesson 3**  Pupils should:  AT1:  Know the story of the founding of the Khalsa  AT2  KS1: Talk about the story and ask questions.  KS2: Reflect on the beliefs that Sikhs have about joining the Khalsa and compare to their own experiences of belonging. |      |      | **What Does It Mean To Be Equal?**  Tell the story of Guru Gobind Singh and the first ‘Baisakhi,’ about the founding of the Khalsa and show pictures / DVD clips of the Baisakhi Festival.  What might Sikhs learn from the story of the forming of the Khalsa?  Reflect on the meaning of “belonging” to something or someone. Is it easy  / difficult to belong to something? Why?  Discuss the concept of standing up for something whatever the cost. Have you ever stood up for something even though it was scary?  Talk about examples e.g. being honest about your own faith and what you believe in, standing up for someone in the playground who is not being treated well, standing up for attending a Church of England school, etc.  *Activities:*  *KS1:* Children record the story of the forming of the Khalsa in writing / in the form of a storyboard.  KS2*:* Pose the question – Is everyone equal?  Give a selection of statements to groups of children e.g. ‘Children at the  Private school near us deserve to have a better education because their parents have paid for it.’  Ask the children to discuss in the group and prepare an answer. They then present their reasoning to the rest of the class.  *Plenary:*  *KS1:* Play some Sikh music and ask the children to give a one sentence explanation of a faith or organisation they belong to.  *KS2:* Conclude the discussion from the activity. | The Baisakhi Festival, held in April, is  both a new year festival and a reminder of the founding of the Khalsa. On the third day the flag-pole outside the Gurdwara is given a new flag. (Khanda)  **Resources:**  DVD – ‘Stop, Look and Listen’ – ‘Water, Moon, Candle, Tree and Sword,’ Channel 4 Learning *(made for 5-7 year olds but a good introduction to Sikhism)*  Sikh Stories by Anita Ganeri ISBN 0-237-52037-0  *KS2:*  ‘Pathways of Belief’ Sikhism video clip: [http://www.bbc.co.uk/programmes/p011](http://www.bbc.co.uk/programmes/p0114ndn) [4ndn](http://www.bbc.co.uk/programmes/p0114ndn)  BBC Education  ‘The Formation of the Khalsa’ video clip: [www.truetube.co.uk](http://www.truetube.co.uk/)  **Sensitivities:**  Be aware that you will need to screen any film clips you show as there is perceived death in this story and the showing of blood. You may wish to tell the story verbally. |

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| **Lesson 4**  Pupils should:  AT1:  Know about the Amrit ceremony.  AT2  KS1: Be able to talk about important events in their lives and why they take place.  KS2: Ask questions about what it means to belong to a religion and suggest answers that a Sikh might give and that they would give. |        |      | **What is the Significance of the Amrit Ceremony For a Sikh?**  Ask pupils:  Have you ever taken part in a special ceremony in your faith in a club you belong to? e.g. Baptism, First Communion, joining Beavers or Cubs, etc. What happened?  Did you have to make a promise or say you were going to start living in a certain way?  How does this ceremony influence your life today?  Introduce the Amrit Ceremony. Explain that anyone who wants to become a full member of the Sikh faith and join the Brotherhood must take part in the Amrit ceremony. (Men and women can both join the brotherhood)  This also means they have joined the ‘Khalsa’.  Play a video clip of a modern day Amrit Ceremony.  Talk about special ceremonies for coming of age in other religions. Compare these to the Amrit Ceremony.  *Activities:*  KS1: Children think about and write their own promise to commit to something.  *KS2:* Children compare similarities and differences between the Amrit Ceremony and a similar ceremony in another faith, e.g. First Communion or Confirmation. | **Resources:**  *KS2:* ‘Pathways of Belief’ Sikhism video clip: [www.bbc.co.uk/programmes/p0113lct](http://www.bbc.co.uk/programmes/p0113lct) BBC Education |

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| **Lesson 5 and 6**  Pupils should:  AT1:  To know the symbolism of the 5 Ks and their importance for Sikhs.  AT2 Express some commitments that they have made personally and relate them to what they are learning about Sikh commitments. |        |      | **What Signs do Sikhs use to Show Their Faith?**  Sit the pupils in a circle.  Do you do or wear anything special to physically show your faith (or the fact that you don’t have a faith?)  Carefully lay out artefacts or photographs which indicate the 5 different Ks.  Explain that for anyone who is a Sikh, they have 5 special ‘Ks.’  Give the children a chance to look at and handle the different artefacts. What could each of these artefacts mean for a Sikh?  Discuss in detail.  Display the description and symbolism of each of the 5 Ks.  *KS1:* Give out copies of the descriptions and ask children to match the different descriptions to one of the 5 Ks. This could be done in pairs or small groups.  *KS2:* Give children images of the 5 Ks and challenge them to record their significance to Sikhs and how they affect a Sikh’s life on a daily basis.  Ask the pupils to design their own object for them self to remind them of something that is really important and shows what they stand for, their commitment towards values, ethics, beliefs, faith, etc.  If possible, make the object.  Pupils then to write the words for the object to say what it is expressing about its owner.  A class gallery can be set up of the class’ different objects and their explanations of what they show*.*  What similarities do the class have about their values / commitments / beliefs, etc? Are these similar with a faith / faiths? | *It is likely that this lesson will actually take*  *two sessions.*  **Resources:**  You will need to have real examples of the 5 Ks to support the children’s learning;  Shops in areas where many Sikhs live, such as Tooting, sell them or Articles Of Faith sell them, [www.articlesoffaith.co.uk](http://www.articlesoffaith.co.uk/)  (PowerPoint sikh\_symbols Shazia Hussian:) [http://www.primaryresources.co.uk/re/r](http://www.primaryresources.co.uk/re/re_Sikhism.htm) [e\_Sikhism.htm](http://www.primaryresources.co.uk/re/re_Sikhism.htm)  **Sensitivities:**  Please be aware to have a sensitive discussion about the Kachera. (shorts) Obviously be extremely careful with the Kirpan, (sword)  It may be that you have a Sikh parent / carer / staff member who could visit the class and talk about the 5 Ks and the importance of them to Sikhs. |