

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE SACRE Exploring key leaders Hinduism and Sikhism	What makes a great leader?	3	Summer 1 and Summer 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	Who are the Sikhs? Who are the Hindus?	<p>You will need to book a visit to a Mandir and Gurdwara. (2 lessons with follow up tasks)</p> <p>Mind map activity- what do children already know? What do we know about these two religions? Sikhs and Hindus.</p> <ul style="list-style-type: none"> • Arrange the class into groups of four. Give each group a mind map outline with the following branches; Significant figures, Key leaders, God, Sources of wisdom and stories, festivals, place of worship, religion in our area and other information. Ask half the groups to complete the mind map for Sikhs and half the group to complete it for Hindus. Swap the mind maps around so that each group has the opportunity to record what they think they know about both religious communities. • Discuss what the class as a whole know and where the gaps in their knowledge are. What questions would they like to enquire into? List these in RE books. 	

			<ul style="list-style-type: none"> • Share with the children that in this unit you are going to focus on Key leader and significant figures in these two religions. <p>Encourage children from those faiths to talk about what they know.</p>	
Lesson 2	1 hour	Who is the founder of Sikhi?	<p>Who and where PPT</p> <p>Children complete task about Guru Nanak.</p> <p>Have we answered any of our questions? Add answers to original questions.</p> <p>Using atlas and world map label where in the world Sikh people live.</p>	
Lesson 3	1 hour	<p>What do stories of the Guru Nanak teach us?</p> <p>Can anyone learn from the Guru?</p>	<p>Recap last lesson</p> <p>What was Guru Nanak's early life like?</p> <ul style="list-style-type: none"> o What happened to Guru Nanak that caused him to start teaching people about God? o What did Guru Nanak do and what did he teach people about God? <p>BBC Two - My Life, My Religion, Sikhism, The Ten Gurus</p> <p>What is the moral of the story?</p> <p>How does this relate to their daily lives and beliefs?</p> <p>The Gurus of the Sikhs are founders and leaders within the religion. Simran explains how the gurus are honoured and their teaching is passed on through stories. Butta Singh, a Sikh storyteller from Birmingham, tells the story of Guru Nanak and the boulder. A rich, powerful well-owner refused to share his water unless local people agreed to be his servants. The Guru found another water source for them and when the selfish water guard attacked the Guru with a mighty rolling boulder, Nanak stopped the boulder by a miracle. How would the selfish man respond? He was turned round in his opinions: his ego and pride were broken down by the example of the Guru. Values of compassion, humility, love of truth and contentment are</p>	

			<p>shared through the stories of the Gurus. Simran's opinion is 'the more stories I hear about him, the more I wish I could have met him'</p> <p>Talk about people who inspire your pupils. What is different about Guru Nanak and the pupils' examples? What is the same? (e.g. For Sikhs, Guru Nanak had a message from God, so there might be some pupils with their own faith who recognise this special quality in the Guru; charisma, ability to inspire, generosity, compassion – these are qualities many people may possess)</p> <p>Guru Nanak inspires Sikhs because</p>	
Lesson 4	1 hour	What made Guru Nanak a great leader?	<p>. What makes a leader? Consider whether the qualities ascribed to the Guru (including generosity, God-consciousness, spiritual insight, courage, good humour and wisdom) make a good leader. Are there other qualities? Which do the children think most important and why? Argue and debate around this.</p> <ul style="list-style-type: none"> • Who in our class might lead? Ask children who in their own class they think might become, one day, a head teacher, a peace maker, a prime minister, a football manager, a quiz show host, a General in the army, the captain of a ship, and so on. You could do this by giving out slips of paper with these leadership roles on them, and asking pupils to discuss, add a name, fold them over and pass them on until you have a list of who might be each kind of leader. Read out the names, affirm all the ideas and have some fun! Are these people leaders? What do they do? • When is it hard to lead? Why is it hard to lead? Is it hard to follow? • What is hard about this leadership role? Give each group the task of thinking of 5 leaders (from movies, fiction or real life), and deciding which one should get the 'Global Leadership Prize' and why. Feedback ideas – possibly through a structured debate? 	.Twinkl resources

			<ul style="list-style-type: none"> • What made Guru Nanak great as a leader? Note that about 23 million people in the world today follow Guru Nanak. Pupils are to try to explain some of the ways in which the Guru was a good leader. They might include: he was a listener, he was easy to trust, he was thoughtful, he was surprising, and made people think again, he treated men and women equally when it was uncommon to do so, he was challenging, he knew when to speak and when to be silent. He shared his experience of meeting God in the heavenly court, and people believed him. Which of these things, on the list, matter most? Can pairs rank them, and then discuss their ideas in circle time? <p>What makes a good leader?</p> <p>Children write down ideas.</p>	
Lesson 5	1 hour	How does following the example of the Guru Nanak make a difference to Sikhs' lives?	<p>The Impact of following a leader</p> <ul style="list-style-type: none"> • If you were writing a book about someone, what important details would include? Collect ideas. Ask the children to do this in little groups, with some celebrity examples from sport, pop, TV or other fields. Give a short, sharp time limit, and get feedback to the whole class. • Explain that the stories of the Guru say a lot about what Guru Nanak said and did, and these stories often teach Sikhs a lesson • Give examples <p>: • Give examples of some wise sayings of the Guru, and discuss what they mean. What difference would it make to our school or our world if everyone followed this wisdom?</p> <ul style="list-style-type: none"> • Ask pupils to make a list of the ways following the Guru makes a difference, and say which ones are most important to them. The list might include: <p>It makes a difference if you follow the Guru to –</p>	

			<ul style="list-style-type: none"> • How you pray or chant the name of God • What you do with your money, if you want to copy the Guru's generosity • Who your friends are, and whether you think some people are too useless to be your friends! • What you celebrate – your own birthday and the Guru's birthday • Your habits (link to spiritual practice of meditation, and to being a volunteer cook at the gurdwara) 	
Lesson 6	1 hour	Are the Gurus of the Sikhs still important today?	<p>. After 500 Years... Either:</p> <ul style="list-style-type: none"> • Invite a Sikh to talk to the class about why Guru Nanak or one of the other Sikh Gurus is important to them and the difference following the example of the Gurus makes to their life. Pupils to ask questions to the visitor. If possible record this visit. • Pupils are to write an introduction to the recording of their visitor explaining who the person is and why Guru Nanak is such an important person to them. <p>OR • If this is not possible, use the piece of writing on the page below – apply some literacy approaches to it, using these tasks. A. The Biography of Guru Nanak here is about 400 words long. Read it carefully together and write it into ten key sentences, less than 150 words in total. B. Create a ten-word version, one word from each of your sentences. Can you chant the ten words as a group? C. In a group of 5 pupils, Make a ten page version of the story as a booklet for young children – say 5 year olds. Illustrate it with pictures.</p> <p>.</p>	

Lesson 7	1 hour	Who is an inspiring person to Hindus?	<p>Use video to remind children about Hinduism.</p> <p>BBC Two - My Life, My Religion, Hinduism, What is Hinduism?</p> <p>Mahatma Gandhi</p> <p>Share an images of Gandhi. Give each child an image to stick into their books.</p> <p>What questions would they need to ask to find out more about this man?- mind map questions then take feedback.</p> <p>Share PPT- stopping to discuss possible answers to questions asked. Refer back to previous learning about makes a good leader- apply this to Mahatma.</p> <p>Complete a fact file. Use infographic to add information. Decide on key dates for time line.</p>	
Lesson 8			<p>Recap the story of Gandhi and discuss the concept of ahimsa. You could show a short extract from the film Gandhi showing his non-violent principles. Explain that he was a Hindu who believed in the principle of ahimsa, meaning non-violence. Discuss the inspirational characteristics that Gandhi showed during his life. Share and discuss some quotes from Gandhi</p> <ul style="list-style-type: none"> • In a gentle way you can shake the world. • If all Christians acted like Christ, the whole world would be Christian. • First they ignore you, then they laugh at you, then they fight you, then you win. • An eye for an eye and everyone shall be blind 	

			<ul style="list-style-type: none"> Whenever you are confronted with an opponent, conquer him with love. Discuss some of the situations that people find difficult, or think are wrong around the school. Widen out people's thoughts to the whole world. Are there any situations that they think are unfair in the world? How would applying the quotes or principles of Gandhi help? Ask people to choose one of the situations that you have discussed and draw a picture of it on the top half of a piece of A4 paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If anyone cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation. 	
Lesson 9		Why was Gandhi an inspirational leader?	<p>Recap learning so far. Children will gather more information about Gandhi by completing comprehension task.</p> <p>Adding answers to questions asked in lesson 7</p>	
Lesson 10		Who was the better leader? Why?	<p>Compare and contrast task.</p> <p>Show images of Guru Nanak and Gandhi</p> <p>Split the class in half- each side will present why each was the best leader.</p> <p>Teacher role is to ask probing questions and children will need to justify answers with evidence- But why? How do you know?</p>	
Lesson 10		Who is an inspiring person to Hindus?	<p>Example 2: Pandurang Shastri Athavale</p> <p>This work looks at the life and influence of a great modern Hindu, Pandurang Shastri Athavale, also known as 'Dada'. A 'storytellers version' of the life and work of Athavale: A life for God and the people Pandurang Shastri Athavale was born in 1920, near Bombay in India. His family was well off, and he had a good education. He was</p>	

			<p>especially interested in religious education, and loved to learn the Bhagavad Gita, an important Hindu scripture. When he grew up, he became known all over the world as a scholar of the Gita. One day, when he was in his twenties, an invitation to lecture abroad came. He was flattered, but at the same time the invitation made him realize he was concerned for his own people. In the villages, where 90% of Indians live, there was great inequality and unfairness between the castes. He was puzzled: could the beautiful truth of the Gita really be shared with the ordinary people of India? Why did this seem so hard? He decided to give his life to that cause. Since making that choice, his movement has achieved many, many advances for justice in India and around the world. He has followers, called Swadhyayees, who have transformed life for maybe 20 million people in 100 000 Indian villages. His followers call him 'Dada'. He died, aged 83, in 2003, but his impact lives on: over 3 million people went to his '90th Anniversary' celebration, and over 83 000 of his followers danced for him that day! Here are six of his key actions.</p> <table border="1" data-bbox="806 846 1224 1208"> <tr> <td> <ul style="list-style-type: none"> • God's open temples: Village temples, open to all with no barriers of wealth, caste or religion, are built: people worship together, and talk together, deciding how to build the life of the community. The common worship enables a common conversation. People who never used to talk to each other may become friends. • Being clean for God: Millions of people have chosen to avoid smoking, alcohol and gambling, following Dada's call. Instead they devote themselves, their time, money and care, to God and to the human family. • God's fields: Farm land is set aside, not to be owned by one person, but shared by all people. The farmland is worked by Swadhyayees, who believe work is worship. The crop is freely given to anyone who needs it. • God's trees: Trees are a sign of God to Swadhyayees: their life shows that divine life is everywhere. So groups of villagers have taken on barren desert land, and planted orchards there freely. Long before the 'green movement' in the West, Dada's followers were keen tree-planters. Volunteers care for the orchards as devotion to God, and the environment is preserved for the future. The fruit is freely distributed to anyone who needs it. • God's boats: In fishing villages, Dada's followers set aside some money regularly to buy a 'floating house of God', a fishing boat for the community. Anyone can use the boat to fish. All the fish caught from this boat are given to those in need. • Prizes and awards: Dada Athavale has been honoured widely, for example by the UN, and the Pope. He accepted the Gandhi Prize in 1988, but declined to take the money that went with it. In 1997 he was awarded to Templeton Prize for Progress in Religion (over £1m!). But he doesn't bother much about awards: 'the work will succeed if it pleases God' he says. </td> </tr> </table> <p>Ask children to work in pairs and order these statements from the most important to least important. There is no right or wrong answer, but children must be able to justify their choice.</p>	<ul style="list-style-type: none"> • God's open temples: Village temples, open to all with no barriers of wealth, caste or religion, are built: people worship together, and talk together, deciding how to build the life of the community. The common worship enables a common conversation. People who never used to talk to each other may become friends. • Being clean for God: Millions of people have chosen to avoid smoking, alcohol and gambling, following Dada's call. 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Lesson 11		Who had the greatest impact on the lives of Hindus?	Compare and contrast the lives, beliefs of Gandhi and Pandurang Shastri Athavale		

			<p>Children to read information about both leaders. Highlight key information to be able to make an informed decision.</p> <p>Split the class in half- each side will present why each was the best leader.</p> <p>Teacher role is to ask probing questions and children will need to justify answers with evidence- But why? How do you know?</p>	
Lesson 12		<u>Who was the better leader? Why?</u>	<p>Compare and contrast task.</p> <p>Show images of Guru Nanak and Gandhi</p> <p>Split the class in half- each side will present why each was the best leader.</p> <p>Teacher role is to ask probing questions and children will need to justify answers with evidence- But why? How do you know?</p>	