

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE SACRE Sikhism	Beginning to learn about Sikhism	1	Summer 1	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	What objects are special for Sikh people?	<p>Teaching Activities</p> <p>BBC Two - My Life, My Religion, Sikhism, What is Sikhism</p> <p>The 5 Ks</p> <p>BBC Two - My Life, My Religion, Sikhism, The Five Ks</p> <p>Use either artefacts or photographs for this lesson. Artefacts are worth displaying carefully and with a sense of occasion. You might use a feely bag to generate curiosity for those artefacts that are appropriate to be placed inside.</p> <p>Key questions</p> <p>What symbols do Sikhs use and wear?</p> <p>What do they mean?</p> <p>What is the Ik Onkar and the Khanda?</p> <p>Where do you find these symbols?</p> <p>What are the 5Ks, and why do some Sikhs wear them?</p> <p>Examples of how to do this include:</p>	<p>Resources</p> <p>Abbey the owl.</p> <p>5 Ks matching activities.</p>

			<p>Look at a Kara, the wrist bracelet made of steel worn by Sikhs. It symbolises the unending one-ness of God, and the strength or firmness of belief in God</p> <p>Observe an Ik Onkar being slowly removed from a wrapping. Discuss its physical attributes and consider what it might be. Some should be able to relate that they have seen it in the community.</p> <p>Discuss how reflecting on God during the day reminds Sikhs of how they should act in order to acquire 'godly' characteristics e.g. being charitable, loving, treating others fairly.</p> <p>Explore what the Khanda, the Sikh Symbol means, and look at the kind of flags that display the Khanda at the Gurdwara.</p> <p>♣ Introduce pupils more thoroughly to the 5Ks worn by Khalsa Sikhs: Kesh (uncut hair), Kangha (comb), Kara (a steel wrist band), Kachera (short trousers), Kirpan (sword)</p> <p>♣ Discuss with pupils which symbols they wear and use, and what symbols they are aware of in the community. These might be religious symbols, school badges, football emblems, Rainbow/Beaver badges etc. What do these symbols mean? Why are they important? How could they be respected?</p> <p>♣ What symbol can children invent to show their own identity and belonging?</p>	
Lesson 2	1 hour	What stories do Sikh people love to remember?	<p>What stories of Guru Nanak and the other Gurus are told by Sikhs?</p> <p>What are the stories really about?</p>	<p>Abbey the owl.</p> <p>PPT</p> <p>Mind map</p>

			<p>Who is Guru Nanak?</p> <p>What do the children already know ?</p> <p>Guru Nanak Teach pupils about Guru Nanak (founder of Sikhism), the first Guru, finding out about his upbringing, and hearing some stories from his early life. Tell the story of his call, when he disappeared for 3 days whilst bathing. Discuss what pupils think happened to him. Tell pupils about his journey and his teaching about God.</p> <p>Use PPT to tell the story of Guru Nanak.</p> <p>Task- whilst telling the story with the PPT children can complete the mind map.</p>	
Lesson 3	1 hour	What stories do Sikh people love to remember?	<p>Who is Guru Har Gobind?</p> <p>What do the children already know?</p> <p>Predict- will he be like Guru Nanak? Same or different?</p> <p>Guru Har Gobind (the sixth Guru) Guru Har Gobind is remembered at the Sikh festival of Diwali for helping to have prisoners released. Teach pupils this story: Guru Har Gobind was in jail, and the king gave him release. He petitioned for the release of other prisoners, and the king promised that he could take free with him all those who held his cloak. All night long they stitched a huge cloak, so that the whole prison could hold on. The next morning the Guru led all the prisoners to freedom. Draw simple values like serving others and being kind from the stories you choose. Ask pupils to give the stories new titles that include values words.</p> <p>Ensure children understand that Diwali is celebrated by Hindus- but story is different..</p> <p>Can children identify the values in Sikhi that are the same as our Christian values?</p>	<p>Abbey the owl.</p> <p>PPT Sikh Diwali</p> <p>Sequencing pictures.</p>

			Task Sequence and write a simple sentence to match with each image,	
Lesson 4	1 hour	What is the meaning of the story of Dunning Chand?	<p>. Religious Studies KS1: Sikh stories - BBC Teach</p> <p>The story: Guru Nanak was a travelling teacher. He visited Lahore, where there lived a banker called Dunning Chand, well known for being greedy. His beautiful palace shone with gold, marble and precious jewels. Dunning Chand learnt that Guru Nanak was visiting. He rushed to invite the Guru to a special feast: it would make him look very important to have a famous guest. Guru Nanak accepted the invitation. It was a wonderful occasion. When everyone had finished, Dunning Chand turned to Guru Nanak: 'I am a wealthy man, I can help you. What do you want me to do?' Guru Nanak sat and thought. Fumbling in his pocket, he drew out a tiny sewing needle. 'Something you can do for me,' he replied, holding up the needle. 'I want you to keep this needle very safe and give it back when we meet in the next world.' Dunning Chand felt very important. The Guru had given him a very special task. He took the needle and showed it to his wife, explaining what the Guru had told him. To his surprise, she burst into laughter. 'How are you going to do that?' she asked. He thought and thought, then ran back to the Guru asking "How can I take this needle with me when I die?" "If you cannot take a tiny needle with you when you die, how are you going to take all your riches?" asked the Guru. For the first time in his life Dunning Chand felt ashamed. He realised he had been greedy. He and his wife decided to use their wealth to help the poor.</p> <p>Discuss how Dunning Chand changed after meeting the Guru.</p> <p>Complete a before and after activity.</p> <p>Link to our value of generosity- can the children write 5 things that Dunning Chand can do to share his wealth?</p>	Abbey the owl.

Lesson 5	1 hour	Why is there a kitchen in a Gurdwara?	<p>. At the Gurdwara, why is there a kitchen? Share PPT BBC Two - My Life, My Religion, Sikhism, The Gurdwara</p> <ul style="list-style-type: none"> ♣ Use photographs or video clips to teach pupils about the Guru Granth Sahib, the sacred writings of the Sikhs. The Guru Granth Sahib is treated as a living Guru. A 'gurdwara' is the 'Guru's house.' ♣ Ask pupils: How is the Guru Granth Sahib treated? What do you think it means to Sikhs? How do Sikhs worship in the Gurdwara? Why does a Gurdwara need a kitchen? ♣ Ask pupils what is essential to a holy building. They may know about mosques, churches or mandirs. None of these buildings has to have a kitchen, but every Gurdwara needs a langar. Why? ♣ Explore what happens in the langar: anyone can eat free meals there. What Sikh values does the langar represent? Talk about being generous and being treated generously with the pupils. What examples of generous behaviour have they seen in the films, real life or Sikh stories? Talk about being equal in the langar. ♣ Ask some pupils to make a lego or playmobil model of a langar and get all pupils to make a figure to sit down in the kitchen together. Are we good at sharing and being generous? A dilemma about sweets ♣ Try this: give two pupils a bag of 'safe in school' sweets. Emphasise that the sweets are theirs to do what they want to with. Ask the rest of the class in small groups to decide what should happen to the sweets. ♣ Take feedback – pupils should give all the reasons they can think of (can they think of 4 or 5?). Do pupils think their group should have the sweets? Do they think everyone should share the sweets equally? Do they think the two pupils who have been given the sweets should keep them? Do they have another solution? After listening to the feedback, the two with the sweets say what they are going to do. 	<p>Abbey the owl. Use PPT – Gurdwara</p>
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Lesson 6	1 hour	What values do Sikhs consider more important than money?	<p>What is special about Sikh values and ways of life?</p> <p>BBC Two - My Life, My Religion, Sikhism, What is Sikhism</p> <p>BBC Two - My Life, My Religion, Sikhism</p> <p>Use the clips and PPT</p> <ul style="list-style-type: none"> ♣ Remind pupils about 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? ♣ Explore other Sikh values such as acceptance of God's will (hukam). ♣ Explore what values pupils have, why they hold them, and how they manifest them in their own lifestyles. This can be done very simply to start off with by sitting the pupils in a circle and the teacher in the middle. The teacher can have large flashcards with 3 values on laid out in a horizontal line (the flashcards can have text or pictures on to show the values). Ask the pupils to choose the most important value of 	

			<p>the three – they can place this flashcard above the other 2 to show the importance of this value (if a general consensus cannot be reached, different children can take it in turns to move their most important value to the top). After discussing how the most important value(s) makes a difference to pupils' actions and lives, this activity can be repeated using 3 different values.</p> <p>♣ Ask pupils to make a page of values, with two sides to it. On one side, the words that Sikhs value, and that they value. On the other side, the opposites to all these words. They can illustrate the words – perhaps copied from a word bank – with cartoons, showing what happens when people behave like this. Which side of the page leads to more happiness? Why? Share the work in circle time</p>	
Lesson 7	1 hour	What have we learnt about Sikhs?	<p>Learning from Sikhs: what have we noticed?</p> <p>♣ At the end of the unit, make a table of objects as reminders to pupils. Put out the artefacts, the work done, some sweets, a lego model of a kitchen for all. Have a 'remembering' conversation: What can be learned from the Sikhs? How does it relate to pupils' own ways of life? How are pupils developing their own understanding of beliefs and religion?</p> <p>♣ Give children an image to cut out: they might choose open hands, or an outline of the kara bracelet, or an outline of the world or some other image for sharing. On the front, ask them to write or draw 3 very important things they know and would like to say about Sikhism now they are at the end of their work about this religion. On the back, ask them to draw the most generous person they know, and tell the class about their picture. As children are cutting the image and using both sides of it, card may be a better option for this activity than paper.</p>	