

**Key Stage: 1**

**Year: Infants**

**Subject: Introduction to Judaism (see also QCA Units 1E and 2A)**

**Time allocation: 1 hour per week**

<b>Part</b>	<b>Learning Objectives</b>	<b>Activities and Experiences</b>	<b>Key Questions</b>
1	To learn that Judaism is celebrated in the family. To learn about Shabbat. To reflect on Jewish experience.	Discuss family life. Explain that families live in different ways. Explain that Jews keep Shabbat as a day particularly focused on God. Describe the outline of Shabbat - Friday night: lighting of candles, blessings over bread and wine, songs and meal. Saturday: Synagogue service. Both are days of rest. Watch video. Listen to / learn a Shabbat song. Group display.	What is a family? Are all families the same? Do all families do the same things? Do they do things in the same ways? Do you have a special day of the week? Which? Which days do you rest? What do you do to make one day each week a special day? Is there anything additional you could do?
2	To learn about Jewish items and symbols. To respond sensitively to Jewish practices.	Show children a mezuzah scroll (containing the Shema – Deuteronomy 6: 4 – 9 and two other passages) and its case. Write their own prayer for the classroom. Explain where the mezuzah is placed and why. Show a kippah (skull cap) and a tallit (prayer shawl). Explain the significance of the fringes (reminder of the 613 commandments)	How do people know where you live? Do any houses have signs on them which tell you about the people inside (eg stickers on windows). Do shops (eg chemists) or cars (eg fish sign)? Do people wear anything which tells you about their religion? Does what you wear say anything about you?
3	To learn about the Torah and its importance for Jews. To reflect on who or what guides them.	Show children a torah scroll.. Carefully undress it and examine it. Discuss how to handle it. Show a video of a Torah scroll being used. Discuss. Show the children a yad. Look at some Hebrew writing. Explain the care taken by a scribe in writing the Torah – every one is identical. Make a mobile with pictures of Jewish artefacts e.g. scroll. yad, kippah, tallit, mezuzah, candles	What is your most precious item? How do you treat it? Why? Why is it special? How am I treating the Torah? Why? What is the writing on the Torah scroll? Why do Jews not touch the writing on the Torah scroll? Why is the Torah so precious for Jews? Should Christians treat the Bible in the same way? Who or what helps you to live your life?
4	To learn about the synagogue, where the Torah scrolls are kept and how they are used. To respond sensitively to the synagogue and the people they meet there.	Show pictures or video of a synagogue. Explain the features: ark (cupboard for the scrolls), bimah (platform where the scrolls are read), seating arrangements (in Orthodox Judaism men and women sit separately; in Reform, not). Explain what happens at a synagogue. Prepare questions for a visit. Discuss prayer and celebration in the children's lives. Visit a synagogue or the Manchester Jewish Museum.	Do people need special places for prayer and worship? Where would you expect Jews to keep the Torah scrolls? Do they need a special building for them? What do you expect Jews use the Torah scroll for? Would they need a special place to read from them? Do you pray? Where? Is it special in any way?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Jew Family Shabbat Blessings God Synagogue Symbol	Listening Reflection Interpretation Empathy	Fairness Respect Enquiry Commitment Self- understanding	“Water, Moon, Candle, Tree and Sword” (Channel 4 video) “The Shabbat Book” (Articles of Faith) Candles, challot (plaited bread), kiddush cup, wine	Contribute to a group display on the events of Shabbat	By the end of this unit: <b>Most children will be able to:</b> ➤ Recognise some celebrations, artefacts, places and practices as Jewish ➤ Identify some aspects of their own experience in Jewish practices	
Symbol Mezuzah Shema Kippah Tallit Commandment	Listening Reflection Interpretation Empathy	Fairness Respect Enquiry Commitment Self- understanding	Mezuzah case and scroll. Kippah or kapel Tallit or tzitzit (literally fringes)	Write a prayer. Make a mezuzah case.	<b>Many children will be able to:</b> ➤ Identify some Jewish celebrations, artefacts, places and practices ➤ Relate these to similar Christian aspects ➤ Respond sensitively to Jewish ways of life and practices	
Torah Scroll Yad Scribe Hebrew	Listening Reflection Interpretation Empathy Designing Making	Fairness Respect Enquiry Commitment Self- understanding	Torah scroll Yad “Water, Moon, Candle, Tree and Sword” (Channel 4 video)	Make a mobile of pictures of Jewish artefacts	<b>Some children will be able to:</b> ➤ Make links between Jewish symbols, practices and beliefs ➤ Identify what influences their lives and compare this to Jewish faith	
Synagogue Torah Ark Bimah Rabbi	Listening Reflection Interpretation Empathy	Fairness Respect Enquiry Commitment Self- understanding	“Water, Moon, Candle, Tree and Sword” (Channel 4 video) Pictures of a synagogue Manchester Jewish Museum, 190, Cheetham Hill Road, Manchester M8 8LW Tel: 0161 834 9879	Questions to ask on the synagogue visit.		

**Key Stage: 1**

**Year: Infants**

**Subject: More Stories from the Torah**

**Time allocation: 1 hour per week**

<b>Part</b>	<b>Learning Objectives</b>	<b>Activities and Experiences</b>	<b>Key Questions</b>
1	To learn about the Ten Commandments To think why rules are important	Organise a game in which the teacher keeps breaking the rules e.g. tug o' war in which the teacher helps one side or declares the losing side the winners. Discuss why we need rules. Devise rules for work in class. Tell the story of Moses receiving the Ten Commandments. Discuss the importance of some of the Commandments e.g. honour your father and mother / guardian; do not steal; do not lie. Show some of the Commandments in Hebrew.	Why do we need rules? Why do rules make things more fair? Where do rules come from? What rules does God want us to follow? What are / should be our school rules? What should we do for whoever looks after us? Why should we do good things to whoever looks after us? Why should we not steal / lie?
2	To learn about David. To reflect on how God helps the small and least important.	Tell or read a version of the story of David and Goliath. Make puppets or masks for the story. Act out the story in assembly or for children in Nursery / Reception.	Who do/would you expect to win? Does the strongest person always win? Can you think of examples (e.g. bullies)? Does God help the weaker ones sometimes? Why should God help weaker rather than stronger people?
3	To learn about Solomon To think about worship and what we need for worship	Tell the story of Solomon and the two women with the baby. Tell the story of Solomon building the Temple. Design a place where God can be worshipped.	Why did the real mother say the other woman could have the baby? How did Solomon know she was the baby's mother? How do people worship God (e.g. prayers, reading from holy books, talking about God, singing, dancing, other special activities)? What things do we need for these activities? What furniture / spaces / storage do we need for these activities?  Do we need special places where people can worship God?

<b>Concepts Key words</b>	<b>Skills</b>	<b>Attitudes</b>	<b>Resources</b>	<b>Learning outcomes</b>	<b>Levels of achievement</b>	<b>Evaluation</b>
G-d Rules Commandments Torah Hebrew	Reflection Listening Speaking Evaluation	Fairness Love Respect Caring Honesty Empathy	The Beginners' Bible; Bob Hartman: Old Testament Tales; For the 10 Commandments in Hebrew see illustrated books on the synagogue e.g. L Rosenberg: Jewish Synagogue, A & C Black 07136 5343 4	Set of class rules Discussion on the ten commandments / children's copies of some commandments in Hebrew	By the end of this unit:  Most children will be able to recount outlines of some religious stories of Moses, David and Solomon and design a place of worship And Identify what rules and values are important to them.	
G-d Fairness	Reflection Listening Speaking Evaluation	Fairness Empathy Sympathy	The Knock-out story of David & Goliath, Lion Big Book 07459 945682 (humorous, cartoon-like); Bob Hartman: Old Testament Tales Lion 07459 44078;	Dramatisation of the David and Goliath story.	Many children will be able to retell religious stories, identify some beliefs about God in them and design a place of worship And Respond sensitively to issues of fairness and the need for rules.	
Wisdom Fairness Justice G-d Worship Special or holy place	Reflection Listening Speaking Designing	Fairness Justice Reverence	Children's Bible, Kingfisher 086 272 0508	Design of a place for worship (imaginary or real)	Some children will be able to describe some beliefs about God and how God helps people, link worship to particular items and places And Make links between religious values and their own attitudes and behaviour.	

**Key Stage: 1**

**Year: Infants**

**Subject: The Life of Muhammad pbuh**

**Time allocation: 1 hour per week**

<b>Part</b>	<b>Learning Objectives</b>	<b>Activities and Experiences</b>	<b>Key Questions</b>
1	To learn about Muhammad's pbuh early life. To reflect on how to look after orphans.	Discuss how babies, young children (and every person) are special. Discuss what orphans are and how they can be cared for. Tell the early story of Muhammad pbuh from birth to his work for, and marriage with, Khadijah. Write some sentences about Muhammad's early life pbuh. Devise a visualisation on caring for an orphan / child.	Why is there only one of you? Is there anyone in the world the same as you? Why is everyone special? Why do babies and young children need so much help? What is an orphan? What special help might an orphan need? How would you look after someone who is an orphan? Who looked after Muhammad pbuh when he was an orphan? Did he look after him well? How do you know?
2	To learn about the Night of Power. To reflect on the meaning of the event through the feelings of Muhammad pbuh.	Tell the story of Muhammad pbuh in the cave on Mount Hira being given the first revelation of the Qur'an. Watch the extract from the video on this event. Discuss what Muhammad pbuh heard and felt. Help the children to devise musical sounds and words to accompany the telling of this story. The pupils can write some sentences to retell the story.	What did Muhammad pbuh hear the Angel Jibra'il (Gabriel) saying to him? Why did he think he could not do this? What did he feel? Why was he shaking after he spoke the words? What sounds or words can be used to describe Muhammad pbuh praying in the cave / the arrival of Angel Jibra'il / the command to read / the feelings of Muhammad pbuh / ....?
3	To learn about the Hijrah. To reflect on why Muslims do not encourage pictures of Muhammad pbuh.	Show the section of the video dealing with the journey (Hijrah) of Muhammad pbuh and Abu Bakr to Medina. Have the children draw some events of the Hijrah, taking care not to draw pictures of Muhammad pbuh. Explain why. Write a sentence to describe each picture. Compose them into a display – the children can set out the correct order.	Why did Muhammad and the Muslims leave Makkah to live in Madina? Why do Muslims not draw pictures of Muhammad pbuh? How can we show respect for their beliefs?
4	To learn about the Muslim victory in Makkah. To reflect on today's idols.	Tell the story / show the video section on the triumph of Islam over the people of Makkah. Explain that Muhammad destroyed the idols and taught people to worship only Allah. Discuss whether people worship idols today and what they might be. Children can write some sentences about the victory of Islam in Makkah.	Who did Muhammad teach the people to worship? What are idols? Why did he destroy the idols? Are there any idols today? (What do people worship today? e.gs. might include money, footballers, pop stars, TV characters, etc.)

<b>Concepts Key words</b>	<b>Skills</b>	<b>Attitudes</b>	<b>Resources</b>	<b>Learning outcomes</b>	<b>Levels of achievement</b>	<b>Evaluation</b>
Muhammad Pbuh Orphan Caring	Listening Speaking Stilling Reflection	Respect Empathy Caring Self- understanding	Maryam Davies: The Life of Muhammad (Wayland, 0850789044) Mary Stone: Don't Just Do Something, Sit There (RMEP, 185175105X)	Sentences about Muhammad's early life pbuh. Visualisation on caring for an orphan.	By the end of this unit,  Most children will be able to: Speak about events in the life of Muhammad pbuh; and Identify things they find interesting or puzzling about some of these events.	
Muhammad Qur'an Angel Jibra'il Allah Night of Power	Listening Speaking Reflection Making music	Respect Empathy	Maryam Davies: op. cit. S. Humble-Jackson: The Life of Muhammad (PBUH) (Channel 4 Learning, book 1862152497 and video)	Sentences about the Night of Power. Music and words to describe the story.	Many children will be able to: Recount outlines of stories from the life of Muhammad pbuh; and Identify aspects of their own experience and feelings in the stories.	
Hijrah Muhammad Allah	Listening Speaking Drawing Reflecting	Respect Empathy	Maryam Davies: op. cit. S. Humble-Jackson: The Life of Muhammad (PBUH) (Channel 4 Learning, book 1862152497 and video)	Sequenced pictures and sentences about the Hijrah.	Some children will be able to: Retell stories from the life of Muhammad pbuh and identify some Muslim beliefs e.g. belief in one God / that Muslims respect but do not worship Muhammad pbuh; and Respond sensitively to Muslim values.	
Muhammad Allah Idol Victory	Listening Speaking Reflecting	Respect Empathy	Maryam Davies: op. cit. S. Humble-Jackson: The Life of Muhammad (PBUH) (Channel 4 Learning, book 1862152497 and video)	Sentences about the victory of the Muslims in Makkah.		

**Key Stage: 1**

**Year: Infants**

**Subject: Muslim Practice**

**Time allocation: 1 hour per week**

<b>Part</b>	<b>Learning Objectives</b>	<b>Activities and Experiences</b>	<b>Key Questions</b>
1	To learn about Muslim prayer To reflect on prayer	Discuss prayer. Introduce the idea of people praying in different ways. Use the big book “My Muslim Faith” to teach about washing in preparation for prayer. Discuss why Muslims wash before prayer. Use the big book to show Muslim children covering their heads for prayer. Discuss why they do this. Show a video about Muslim prayer. Write two sentences about wudu (washing) and salat (prayer).	Do any of you pray? How do you pray? Who do you pray to? Why do you pray? Do you remember any words you use in prayers? Have you seen people praying in a different way? Why do Muslims wash before prayers? Why do they cover their heads for prayer? Do you do anything special before you pray? Can you think of anything which might help you get ready for prayer?
2	To learn about Muslim prayer To reflect on prayer	Remind children about Muslim prayer. Use the big book to teach them about how often Muslims pray. Link this with exercises on telling the time. Show the children a prayer mat. Talk about why it is used and about the patterns on it. Get the children to draw a prayer mat with a colourful pattern.	How often do you pray? Are there special times when you pray? Do you ever get up before sunrise? Why do Muslims do this? Do you ever go to bed after sunset? Why do Muslims do this? Why do Muslims use a mat for praying on? Do you like Muslim patterns? Why?
3	To learn about Makkah. To think about special places.	Discuss whether children have special places. It could be anything from Disneyland to a den in the garden. Introduce Makkah as the place which Muslims face in prayer and try to visit at least once in their lifetime. Show a picture of the Ka’bah. Show a video about the pilgrimage. Tell the story of Muhammad solving the dispute over the rebuilding of the Ka’bah. Write two sentences about the Ka’bah and about Hajj – the pilgrimage to Makkah.	Do you have any place you especially like to go.? Where? Why? Do you enjoy the journey there? Do you get excited when you think about this place? Why? Why is the Ka’bah special to Muslims? Why do they want to go to Makkah to see and touch it? Why do Muslims face towards Makkah when they pray? How does Muhammad show himself to be very wise?
4	To learn about Eid ul Adha To think about special days.	Discuss times, days and ways of celebrating e.g. parties and why we celebrate. Introduce children to Id or Eid, the Arabic word for festival. Use the big book and the video to show how Muslims celebrate Eid. Explain that Eid-ul-Adha celebrates the faith of prophet Ibrahim (Abraham) near Makkah. Design an Eid card.	What do you celebrate? When do you celebrate? How do you celebrate? What do you feel like when you are celebrating? What do you think Muslims feel like on Eid? What do they think of when they pray on Eid? Which Eid card do you prefer? Why?
5	To learn about Ramadan and fasting To reflect on why Muslims fast.	Discuss hunger and going without food. Introduce the subject of Ramadan and fasting, using the big book. Get the children to imagine what it can be like to go without food from before sunrise until after sunset. Get them to imagine what a sense of achievement and enjoyment it is to succeed in fasting and then to eat a meal with your family.	Have you ever been hungry? What is it like? What do you think about when you are hungry? What does food taste like when you eat after a long time without food. Do you ever think about people who are hungry most of the time? What can you do to help them? Why does fasting show how strongly Muslims follow Allah? How hard is it to fast all day?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Allah Prayer Salat Wudu Preparation	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Khadijah Knight: My Muslim Faith (Evans, 0237520141) Water, Moon, Candle, Tree and Sword (Channel 4 video, 1862156794)	Written sentences about wudu and salat.	By the end of this unit  Most children will be able to :Recognise some Muslim words and practices; and Identify aspects of their own experience in Muslim practices;	
Prayer Salat Prayer mat Sunrise Sunset Midday	Listening Speaking Empathy Reflection Recognising pattern	Empathy Respect Self- understanding	Khadijah Knight: My Muslim Faith (Evans, 0237520141) Water, Moon, Candle, Tree and Sword (Channel 4 video, 1862156794) Prayer mat	Design a prayer mat.	Many children will be able to: Identify some Muslim practices and relate some them to similar practices in (an)other religion(s); and Respond sensitively to Muslim people's experiences and feelings;	
Ka'bah Makkah Hajj Pilgrimage Muhammad	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Khadijah Knight: My Muslim Faith (Evans, 0237520141) Water, Moon, Candle, Tree and Sword (Channel 4 video, 1862156794)	Written sentences about the Ka'bah and about Hajj	Some children will be able to: Describe how Muslims carry out some of their practices; and be able to compare aspects of Muslim experience to their own, including what influences their own life.	
Celebration Id or eid Eid-ul-Adha Ibrahim	Listening Speaking Empathy Reflection Designing	Empathy Respect Self- understanding	Khadijah Knight: My Muslim Faith (Evans, 0237520141) Water, Moon, Candle, Tree and Sword Eid cards	Design an Eid card		
Ramadan Fasting Sunrise Sunset Allah	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding Commitment	Khadijah Knight: My Muslim Faith (Evans, 0237520141)	Write a sentence about what you would feel if you tried hard and managed to go all day without food and drink.		

**Key Stage: 1**  
**per week**

**Year: Infants**

**Subject: Introduction to Hinduism**

**Time allocation: 1 hour**

<b>Part</b>	<b>Learning Objectives</b>	<b>Activities and Experiences</b>	<b>Key Questions</b>
1	To learn about Divali. To reflect on why people celebrate and on the symbolism of light.	Discuss different celebrations - what and why e.g. birthdays, Christmas, Eid, weddings. Show children pictures or a video of Divali celebrations. Talk about the celebration. Discuss why people enjoy lights e.g. to see by, pretty, warm, to feel less scared, comforting, etc Children can make divas out of clay and see if they will float. <b>N.B.</b> Do not attempt to place or light oil or ghee in the divas.	What do you celebrate; when; why; how?  Why is Divali a favourite celebration for Hindus? Why do they use lights at Divali? Do you prefer light or darkness? Why? Why do most people like light(s)?
2	To learn about Rama and Sita. To reflect on good and bad and how to celebrate good events.	Tell, read or show a video of the story of Rama and Sita. Discuss who are the good people and gods in the story. Discuss how you could celebrate the rescue of Sita. Link this to Divali. Make "Welcome Home" cards. Dress a boy and girl up in Indian costume. Discuss how the class could celebrate and act it out.	Who are the good people in the story? What tells us that they are good? Who are the bad ones? Why are they bad? What good things have you done to help someone? Why did you help someone? What do you feel like when you help? How could the class celebrate someone returning home?
3	To learn about the birth and childhood of Krishna. To reflect on interesting and puzzling aspects of Krishna's story.	Talk about babies and how everyone is different and special. Tell or show a video about the birth and childhood of Krishna. Discuss how we can tell that he was a special baby and child. Pupils can sequence a number of sentences or pictures from the story of Krishna and copy them into their books.	How are we all different in this class? How many people are there exactly the same as you? Do you know any stories about you when you were a baby? How was Krishna special? Was he a naughty or well-behaved child? Was he loveable? Can gods be naughty at times?
4	To learn about Hindu shrines To reflect on how the children show respect or worship.	Show children pictures or a video of worship at a Hindu shrine. Talk about what there is at the shrine: images of gods, divas, food or fruit on a puja (worship) tray, flowers, incense sticks, bell, etc. Talk about where shrines are placed: at home, in temples; and what people do there: pray, sing, make offerings. Make a shrine in the classroom.	What is there on a Hindu shrine? How are these items used? How are they shown to be special? What words describe the appearance of the shrine and the worship which takes place? What is the most special thing in your home or room? How do you show you respect this?

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Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Celebration Divali Diva	Listening Reflecting Talking Interpreting Making	Empathy Respect Self- understanding	Anita Ganeri: My Hindu Faith (Evans, 023751933X) Pathways of Belief: Hinduism (BBC video) - better for Juniors. Clay	Clay divas. Contributions to discussion.	By the end of Year 2:  Most children will be able to ➤ Recount outlines of Hindu stories, recognise features of Divali, shrines and puja and some symbols of light	
Celebration Divali	Listening Reflecting Talking Designing Making Role playing	Empathy Respect Self- understanding	Anita Ganeri: My Hindu Faith (Evans, 023751933X) Water, Moon, Candle, Tree and Sword (Channel 4 video) L Broadbent & J Logan: A Row of Lights (RMEP, 1851751793) S Humble-Jackson: The Ramayana (4 Learning 1862152489)	Cards Role play.	➤ Identify interesting and puzzling aspects of Hindu stories and how some of what they do is similar to Hindus.  Many children will be able to: ➤ Retell Hindu stories, identify how good wins over evil, talk about Divali, shrines and puja and symbols for light	
Good Bad Special	Listening Reflecting Talking Sequencing	Empathy Respect Self- understanding	Animated World Faiths (Channel 4 Schools video, 186215287X)	Sequenced sentences and/or pictures; written account of Krishna's birth and childhood.	➤ Respond sensitively to Hindu worship, celebrations and stories.  Some children will be able to:	
Shrine Images Gods Puja Pray Offerings	Listening Reflecting Talking Designing Making	Empathy Respect	Anita Ganeri: My Hindu Faith (Evans, 023751933X) Water, Moon, Candle, Tree and Sword (Channel 4 video)	Hindu shrine in the classroom. Contributions to discussion.	➤ Describe how good overcomes evil and how light is a symbol for this ➤ Describe how items are used in puja ➤ Compare their own experiences and ideas with those of Hindus	

**Key Stage: I**

**Year: Infants**

**Subject:**

**Introduction to Sikhism**

**Time allocation: 1 hour per week**

<b>Part</b>	<b>Learning Objectives</b>	<b>Activities and Experiences</b>	<b>Key Questions</b>
1	To learn about Guru Nanak. To reflect on the character and teachings of Guru Nanak.	Look at a picture of Guru Nanak. Discuss what the picture shows about his character. Try sitting as still as Guru Nanak for a few minutes. Discuss what the children feel. Tell (or show a video of) some of the stories from Guru Nanak's life. Emphasise his teaching that all people - Hindus and Muslims - are equal. Discuss why people thought he was special. Discuss how we can show that all people are equal. Write a few sentences about Guru Nanak, including what the picture shows of his character.	Does the picture show Guru Nanak as a calm / kind / gentle / content / angry / unhappy / etc man? What is he holding? Why? Why is there light around him? Is there anything else in the picture to show that he is special? How do you feel when you sit quietly, like Guru Nanak? How do stories about Guru Nanak show that he is special? How did he treat people who were a different religion from him? How can we treat everyone equally?
2	To learn about the gurdwara. To reflect on what questions to ask on the visit to the gurdwara.	Prepare children for a visit to a gurdwara. Show pictures or a video of a gurdwara. Talk about what they will see, both outside (Sikh flag - Nishan Sahib) and inside. The main part inside is the throne or takht on which is placed the holy book, the Guru Granth Sahib. Show pictures of the size and appearance of the Guru Granth Sahib. Explain that sahib is a term of respect (lord). Explain how the book is looked after at night and brought out during the day. The chauri is waved over the Guru Granth Sahib as it is read - it is treated as if it were an emperor. Inform children about the langar (the Guru's kitchen). Prepare questions to ask on the visit.	What do you see outside the gurdwara? What looks as if it is the most important part inside? How can you tell? How is the Guru Granth Sahib treated? Why? How does the langar link to the way Guru Nanak treated people? (equality and service to all)
3	To learn about the gurdwara. To reflect on what they learnt on the visit.	Visit the gurdwara. Visitors will need to cover their heads and remove their shoes and any tobacco or alcohol in their pockets (teachers only!). Pupils should ask their questions. Write thank you letters about the visit.	What did you learn from the visit? What impressed you most? What should you include in your thank you letter?
4	To learn about seva and vand chakna. To reflect on how they can practise seva and vand chakna.	Talk about the langar and how everyone will be served. Sikhs practise seva (service to all) and vand chakna (giving to those in need). Discuss how the class can carry out these two qualities. Plan a small project to do seva in school or to give to those in need.	Would anyone be barred from the langar? How does the langar show seva and vand chakna? Did anything else in your visit show these two qualities (the person who gave the time to speak to the group). What can we do to practise seva and / or vand chakna?
5	To learn about Vaisakhi and the Sikh symbol. To reflect on the meaning of the symbol.	Talk about festivals and celebrations. Show a video of Vaisakhi. (Baisakhi), the birthday of the Sikh religion in 1699. Discuss the symbols on flags e.g. crosses, dragons, maple leaf, stars and stripes. Look at the symbol on the Sikh flag. Show how it is made up of the kara, two curved kirpans and a double-edged	Why do we celebrate? What do we celebrate? Why do Sikhs celebrate Vaisakhi? How do they celebrate? What symbols do you know on flags? What are the shapes of the symbol on the Sikh flag? Do they remind you of any Sikh items?

khanda. Pupils can cut out shapes and make the symbol.

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Guru (teacher) Equality Character	Listening Reflecting Talking Stilling Interpreting	Empathy Respect Self- awareness	Sally Humble-Jackson: The Life of Guru Nanak (4 Learning, 1862152519 and video, 186215287X); Philip Emmett & Sue Hart: Key Figures (Folens, 1852764945 and accompanying pictures)	Written work about Guru Nanak.	By the end of this unit in year 2  Most children will be able to: ➤ Recount outlines of stories about Guru Nanak ➤ Recognise features of a gurdwara and some Sikh symbols; and	
Gurdwara Nishan Sahib Takht Guru Granth Sahib Chauri Langar Equality Service	Listening Reflecting Talking	Empathy Respect	Water, Moon, Candle, Tree and Sword (4 Learning, 1862156794); Kanwaljit Kaur-Singh: My Sikh Life (Wayland, 0750213027); Kanwaljit Kaur-Singh: Sikh Gurdwara (A & C Black, 0713654961)	Questions in preparation for the visit.	➤ Identify things they find interesting or puzzling about Sikhism  Many children will be able to: ➤ Retell stories about Guru Nanak ➤ Identify Sikh belief in equality and service ➤ Suggest meanings for Sikh symbols; and	
Gurdwara As above	Listening Reflecting Talking Questioning	Empathy Respect	Gurdwara Host	Thank you letters	➤ Respond sensitively to Sikh experiences, feelings and values  Some children will be able to:	
Seva (sewa) Vand chakna Langar	Listening Reflecting Talking Practical skills	Empathy Respect		Seva and vand chakna projects	➤ Describe Sikh teachings on equality, seva and vand chakna and how these can be seen in the gurdwara, the langar and Guru Nanak's life	
Vaisakhi Festival Symbol Kara Kirpan Khanda	Listening Reflecting Talking Interpreting Making	Empathy Respect	Water, Moon, Candle, Tree and Sword (4 Learning, 1862156794); Kanwaljit Kaur-Singh: My Sikh Life (Wayland,, 0750213027); Shapes marked on cardboard	Sikh symbol.	➤ Make links between Sikh symbols and the beliefs that underlie them; and ➤ Make links between Sikh values and their own attitudes	

