

Key Stage: 2

Year: Lower Juniors

Subject: Being a Sikh

Time allocation: 1 hour per week

| Part | Learning Objectives | Activities and Experiences | Key Questions |
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| 1 | To learn about the Sikh naming ceremony. To reflect on the meanings of names. | Discuss how children in the class got their names. Discuss meanings of names. Go round the class thinking of girls' and boys' names beginning with every letter in turn. Show a video extract or tell pupils about the Sikh naming ceremony. Pupils can research the ceremony on the website: www.sikhs.org/fest.htm and then write about their findings. Explain the meaning and significance of Singh (lion) and Kaur (princess). | How did you get your name? Were you named after anyone? What does your name mean? Are you like what your name means? Would you be different if you had a different name? What names would you choose for yourself? Can you think of boys' (then girls') names beginning with a / b / c / etc? How do the names Singh and Kaur show Sikh belief in equality? |
| 2 | To learn about the founding of the Khalsa. To reflect on the commitment of the first Sikhs | Tell the story or show a video of the founding of the Khalsa. Discuss how the first man would have felt as he volunteered to give his life for his faith. Discuss how the second and subsequent ones would feel. Explain the meaning of the Panj Piare. Prepare an assembly about the founding of the Khalsa. | How did the first Sikhs show their commitment to the faith? How would the first man feel when he volunteered to give his life for his Guru? How would the second / third / etc feel? Would it be better or worse for them? Would you be willing to risk your life for anything? What? Why? |
| 3 | To learn about the amrit ceremony. To reflect on the commitment of Sikhs today. | Discuss how Sikhs decide whether they wish to become baptised Sikhs i.e. full members of their religion. Explain or show a video about the amrit ceremony. Compare this with confirmation, bar or bat mitzvah and with secular comparisons e.g. joining a sports club and committing to regular training. Pupils write a diary extract as if they had become a full Sikh, making clear their excitement and feelings of commitment. | How do Sikhs today become full members of their religion? Is their commitment as great as it was for the first members of the Khalsa? Have you joined any groups? Did you have to do anything special to join the group? How do you show that you are a member of the group? Do you have to do anything more seriously or regularly now that you are a member? What would it feel like to become a baptised Sikh? |
| 4 | To learn about the five Ks. To reflect on the meanings of the five Ks and on group symbols. | Discuss symbols of belonging to different groups e.g. school uniform, uniformed organisations, youth fashions, etc. Introduce the five Ks: Kesh (uncut hair), Kangha (comb), Kara (steel bracelet), Kirpan (knife), Kacch (short trousers). Talk about the meanings of each or ask pupils to research on www.sikhs.org/khalsa Pupils can work in groups to make mobiles out of wood or wire, string and paper of the 5 Ks. They should also write about each with its meanings. | Can you think of uniforms worn by different groups? Why do they wear distinctive clothes? What do they symbolise? Do any groups wear badges to show who they are? What does each of the Sikh symbols mean? Why do they wear them? |

| Concepts Key words | Skills | Attitudes | Resources | Learning outcomes | Levels of achievement | Evaluation |
|---|---|--|---|--|---|------------|
| Guru Granth Sahib | Listening Reflecting Talking Researching Interpreting | Empathy Respect Self-awareness | Pathways of Belief (BBC video, 0563462345); www.sikhs.org ; Kanwaljit Kaur Singh: Sikh Gurdwara (A & C Black, 0713654961); Lesley Prior: Sikhism (Folens, 1852768576) | Writing about the naming ceremony. | By the end of this unit in year 4 Most children will be able to: ➤ Identify some Sikh practices and know that there are similar ones in other religions; and ➤ Respond sensitively to the experiences, feelings and commitments of Sikhs | |
| Khalsa Panj Piare Commitment | Listening Reflecting Talking Role playing | Empathy Respect Self-awareness Commitment | Pathways of Belief (BBC video, 0563462345); Gurdwara (A & C Black, 0713654961); Lesley Prior: Sikhism (Folens, 1852768576) | An assembly about the founding of the Khalsa | Many children will be able to: ➤ Describe some Sikh practices and symbols and link these to Sikh beliefs; ➤ Compare their own commitments to those of Sikhs | |
| Amrit Baptism Sikh (disciple) Commitment Confirmation Bar mitzvah Bat mitzvah | Listening Reflecting Talking Empathising | Empathy Respect Self-awareness Commitment | Pathways of Belief (BBC video, 0563462345); Gurdwara (A & C Black, 0713654961); Lesley Prior: Sikhism (Folens, 1852768576) | Diary extract explaining the excitement, commitment and feelings on becoming a baptised Sikh | Some children will be able to: ➤ Show understanding of ways of being a Sikh and how these ways are symbolised in the five Ks; and ➤ Ask questions about Sikh ceremonies and commitment and suggest answers from their own experiences. | |
| Kesh Kangha Kara Kirpan Kacch | Listening Reflecting Talking | Empathy Respect Self-awareness Commitment | Pathways of Belief (BBC video, 0563462345); Gurdwara (A & C Black, 0713654961); Lesley Prior: Sikhism (Folens, 1852768576) Kangha Kara Kirpan Kacch | Mobile of the five Ks. Writing and drawing of each of the five Ks with their meanings | | |

Key Stage: 2

Year: Upper juniors

Subject: The Sikh Gurus

Time allocation: 1 hour per week

| Part | Learning Objectives | Activities and Experiences | Key Questions |
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| 1 | To learn about Guru Nanak. To reflect on similarities and differences between Guru Nanak and Jesus. | Watch a video of the life of Guru Nanak. Explain that Guru means teacher and that Sikh means disciple or learner. Discuss how he was tolerant of Muslims, Hindus and outcastes. Discuss similarities between Guru Nanak and Jesus - e.g. profound spiritual experience in a river; teacher; miracles; emphasis on (eating with) the poor; disappearance of his body, etc. Discuss differences. Construct a chart to show these. Groups or individuals work on an event for a class display. | Why have Sikhs given Nanak the title Guru? Use some words to describe Guru Nanak's character. What is the evidence that he treated all people equally? Why did he do this? What was Nanak's experience of God? Why do Sikhs respect Guru Nanak? How do they show this? What similarities are there between Guru Nanak and Jesus? What differences are there between Guru Nanak and Jesus? |
| 2 | To learn about the human Gurus. To reflect on what the Gurus have in common. | Explain that Sikhs follow ten human Gurus, from Guru Nanak to Guru Gobindh Singh. Look at pictures of the Gurus and discuss their similar faces, because they are all representatives of God. Pupils research the human gurus through books and / or websites and share their findings through presentation and display. | What do you notice about the faces of the Gurus? Why do you think this is? What else do the Gurus have in common? (Refer to appearance, beliefs and roles) Why is this? |
| 3 | To learn about the foundation of the Khalsa. To reflect on the commitment of the Panj Pyare in relation to their own. | Show a video or tell the story of Guru Gobindh Singh and the birth of the Khalsa during Vaisakhi 1699. Discuss the commitment and faith of the first Panj Pyare. Talk about the significance of "Singh" and "Kaur" as titles of nobility and signs of equality. Pupils write an account of their feelings, thoughts, faith and beliefs as if they were present as Sikhs on Vaisakhi 1699. | How does the birth of the Khalsa show the faith and commitment of the Panj Pyare? Did everyone that day have the same strength of faith? Did everyone there have some faith? Would you ever give your life for anything? What? Why do Sikhs choose to call males "Singh" and females "Kaur"? What symbols do Sikhs wear to show their commitment? |
| 4 | To learn about the Guru Granth Sahib. To reflect on the significance of the Guru Granth Sahib for Sikhs. | Explain how Guru Gobindh Singh instructed that he was to be the final human Guru and that Sikhs should hold the Guru Granth Sahib, the holy book, as the living Guru. Pupils can research the contents of the Guru Granth Sahib and how it was formed. Explain that it is treated with the greatest respect (as if it were a highly respected person) either in the home or at the gurdwara. It is brought out of its own room each morning, carried on the head of a Sikh. It is placed on a throne (takht) and a chauri is waved over it as it is read. The day's reading is chosen from the page at which the book is opened and Sikhs look to apply the words to their life that day. Look on the web for the day's reading. Discuss how it might apply to that day for the class. | Why is the Guru Granth Sahib known as the living Guru? Why can the Guru Granth Sahib be a better guide than a person can to Sikhs? (Word of God and unchanging) Why is the Guru Granth Sahib treated with respect? How is it treated? What does the daily reading (Daily Hukamnama) mean? How could it apply to you today? Do you think another holy book - the Bible or Qur'an, for example, could be used in the same way? Is a holy book a better guide for life than reading your horoscope in a magazine? Why or why not? What is the difference between the Daily Hukamnama and a horoscope? (Sikhs adapt their life to the Guru Granth Sahib whereas a horoscope purports to predict your life) |

| Concepts Key words | Skills | Attitudes | Resources | Learning outcomes | Levels of achievement | Evaluation |
|---|---|----------------------------------|---|--|---|------------|
| Guru Sikh Spiritual | Listening Reflection Talking Analysing Synthesising Comparing | Respect Empathy | 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) | Chart of similarities and differences between Guru Nanak and Jesus. | By the end of this unit in year 6 Most children will be able to: ➤ Describe Sikh beliefs about the Gurus; and ➤ Compare their own experiences of commitment to those of Sikhs. Many children will be able to: ➤ Link teaching about the Gurus to Sikh belief in God; ➤ Compare Guru Nanak to Jesus; and ➤ Ask questions about the experiences of the Sikh Gurus, linking their answers to their and others' experiences Some children will be able to: ➤ Explain how beliefs about Guru Nanak and Jesus are similar and different; ➤ Explain how commitment is important to Sikhs and to other religions; and ➤ Make informed responses to commitment and expressions of respect in Sikhism and other religions. | |
| Guru God | Interpreting Analysing Researching | Respect Empathy | Picture of the Gurus; www.sikhnet.com/s/SikhIntro ; www.bbc.co.uk/worldservice/people/features/world_religions/sikhism_gurus ; Lesley Prior: Sikhism (Folens, 1852768576) | Presentations and display on the Sikh Gurus. | | |
| Guru Khalsa Vaisakhi Singh Kaur Panj Pyare 5 Ks Commitment | Listening Reflecting Talking Empathising | Respect Empathy Commitment | Pathways of Belief (BBC video, 056342345); Lesley Prior: Sikhism (Folens, 1852768576) www.bbc.co.uk/worldservice/people/features/world_religions/sikhism_khal | Written account from a Sikh perspective on the foundation of the Khalsa. | | |
| Guru Guru Granth Sahib Takht Chauri Hukamnama Holy book | Listening Reflecting Talking Researching Comparing Analysing Applying | Respect Empathy | Lesley Prior: Sikhism (Folens, 1852768576) B. Dhanjal: What Do We Know About Sikhism (Macdonald); www.sikhnet.com/Hukam | Researched work on the contents and origin of the Guru Granth Sahib; Discussion on the day's Hukamnama. | | |

| Part | Learning Objectives | Activities and Experiences | Key Questions |
|------|--|--|--|
| 1 | To learn about the Mool Mantar and Sikh worship; To reflect on the meaning of the Mool Mantar | Visit a gurdwara or show a video of Sikh worship. Discuss why Sikhs worship and what they worship. Look at a translation of the Mool Mantar prayer and the Ik Onkar symbol - the first line, which means, "There is only one God." Discuss the words of the prayer. Pupils can each write a prayer using only one line from the Mool Mantar and adding their own ideas. | Who do Sikhs worship? Why? What does respect for the Guru Granth Sahib show about Sikh belief in God? How is the power / care of God shown in the Mool Mantar? Is there anything more powerful than God according to Sikhs? Which other religions hold similar beliefs? Which Guru is referred to in the last line? How does the Guru help Sikhs to know God? |
| 2 | To learn about vand chakna - sharing, and the langar; To reflect on pupils' own views of sharing | At the gurdwara visit the kitchen. Invite the guide to explain what happens at the langar. Discuss why it happens. Pupils should practise sharing (vand chakna) for the rest of the day. Discuss whether it worked or not and why and what the world would be like if people practised sharing most of the time. Pupils write on: Sharing causes more problems than it solves. | What words describe what happens at the langar? Why do Sikhs practise giving / sharing / serving / etc.? How easy or difficult is it to share all the time? When would you be prepared to share regularly? What would the world be like if people shared their belongings and wealth most of the time? |
| 3 | To learn about kirat karna - earning an honest living; To reflect on pupils' own views of honest work | Discuss what work the pupils would like to do and why. Distinguish between ways of getting money which are honest and those which are dishonest. Discuss whether people can do good work in dishonest ways. Explain that Sikhs are expected to work hard and earn an honest living (kirat karna). Use the pupils' list of occupations and have them write whether and why some of them would be suitable work for Sikhs. | What jobs do you want to do when you are old enough? Why? What are honest ways of getting money? What are dishonest ways e.g. fraud, robbery. In what ways can people be dishonest in work e.g. taking things from work, taking time off, being late. Which of your jobs would be suitable / unsuitable for Sikhs? Why? |
| 4 | To learn about seva - service to others; To reflect on pupil's own service to others | Tell the story of Bhai Khanaya, who gave water after a battle, not only to Sikhs but also to their enemies. Discuss why Guru Gobind Singh was impressed by this. Ask pupils whether they have come across stories of service to others (seva / sewa). Discuss some of these and why people act selflessly. Pupils can write a poem or story about such an act. | Why was Guru Gobind Singh impressed with Bhai Khanaya? What examples of service to others do you know? Can you think of times when somebody has helped a stranger / enemy? Is it easier to help someone you know than a stranger? Why? Have you ever helped a person you did not know? When? Why do people sometimes do so much for others? |
| 5 | To learn about nam japna - meditation on God; To reflect on meditaion, stillness and the use of silence | Discuss times and places where pupils are expected to be quiet and the reasons for silence. Discuss whether it is easier to think in silence or in noisy places. Undertake a stilling exercise and include something to think about e.g. a time when you were really happy. Explain that Sikhs are expected to spend some time each day meditating on the name of God: Waheguru (wonderful Lord). Discuss why this is a good way for a Sikh to spend time each day. | Where / when are you expected to be quiet? Why? Is it easier to think in quiet places than in noisy ones? Why? What did you feel / think of / experience when you were quiet? Why is thinking about God as Waheguru a good way for Sikhs to spend some time each day? What other ways / words could a Sikh use to think about God? (refer to the Mool Mantar) |

| Concepts Key words | Skills | Attitudes | Resources | Learning outcomes | Levels of achievement | Evaluation |
|--|--|----------------------------------|--|--|---|------------|
| Mool Mantar Worship Prayer Gurdwara Sikh | Listening Reflecting Talking | Respect Empathy | Lesley Prior: Sikhism (Folens, 1852768576); K K Singh: Sikh Gurdwara (A & C Black, 0713654961) Worlds of Faith (4 Schools video, 1862151016) Water, Moon, Candle, Tree and Sword (4 Learning, 1862154961) | Pupil written prayers, including a line from the Mool Mantar. | By the end of this unit in Year 6 Most pupils will be able to: ➤ Describe some Sikh beliefs and values and their importance; and ➤ Compare some of their own beliefs, values, attitudes and behaviour to those of Sikhs. | |
| Vand chakna Sharing Langar Sikh | Listening Reflecting Talking Evaluating | Respect Empathy Sharing | Lesley Prior: Sikhism (Folens, 1852768576); Teaching RE: Sikhism 5 - 11 (CEM, 185100073X) K K Singh: Sikh Gurdwara (A & C Black, 0713654961) | Pupils write a balanced argument on "Sharing causes more problems than it solves." | Many pupils will be able to: ➤ Describe Sikh beliefs and values, connecting them to other aspects of Sikhism and making connections with beliefs and values of other religions; and ➤ Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. | |
| Kirat karna Honesty Sikh | Listening Reflecting Talking Evaluating | Respect Empathy Honesty | Lesley Prior: Sikhism (Folens, 1852768576); Teaching RE: Sikhism 5 - 11 (CEM, 185100073X) | List of occupations with reasons why they are suitable or unsuitable for Sikhs. | | |
| Seva (sewa) Service Selflessness Altruism Sikh | Listening Reflecting Talking Analysing | Respect Empathy altruism | Lesley Prior: Sikhism (Folens, 1852768576); Teaching RE: Sikhism 5 - 11 (CEM, 185100073X) | Poem or story on service to others. | Some pupils will be able to: ➤ Explain how Sikh beliefs and values compare with those of other religions and how they make a difference to the lives of individuals and communities; and ➤ Make informed responses with evidence and examples to Sikh beliefs and values. | |
| Nam japna Meditation Stilling God Waheguru Sikh | Listening Reflecting Talking Stilling | Respect Empathy Reflection | Lesley Prior: Sikhism (Folens, 1852768576); Teaching RE: Sikhism 5 - 11 (CEM, 185100073X) Mary Stone: Don't Just Do Something, Sit There (RMEP, | Reflection on a stilling exercise. Words Sikhs find appropriate to describe God. | | |