



Edward Peake C of E VC Middle School

Medium Term Plan

Subject: RE		Unit: How are Sikh teachings on equality and service put into practice today?	Term/Duration: Autumn 2	Year Group 7	
Prior Learning:			Key Vocabulary: Sikh, 5 k's, khalsa, guru, gurdwara, khanda, Waheguru, Guru Granth Sahib, belief, sewa, gurmukh, manmukh, Mool Mantar,		
By the end of this unit pupils will aim to:					
<p>Make Sense of Belief:</p> <ul style="list-style-type: none"> explain the key beliefs of Sikhism (eg about God and the Gurus; nam japna, kirat karna and vand chhakna) and their importance for Sikhs living in Britain today explain how Sikhs interpret the Mool mantar and what it tells them about God, life and how to live <p>Understand the impact:</p> <ul style="list-style-type: none"> give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways (eg compare Kartarpur to the UK today; the choice to become Amritdhari or not) show how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today (eg the call for equality and service) <p>Make Connections:</p> <ul style="list-style-type: none"> offer an account of the value and impact of Sikh practice of service and equality in the UK today comment on whether the Sikh emphasis on equality and service has anything to say to the students themselves, offering reasons and justifications for their responses 					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	LO: To explain the key beliefs of Sikhism and understand how Guru Nanak's example is still relevant today.	Starter: What are the 'Big 6'? (Hinduism, Judaism, Christianity, Islam, Sikhism and Buddhism) When and why did they begin? Hinduism is by far the oldest religion, Christianity stems from Judaism, Islam links with Christianity and Judaism, Sikhism is built on principles mainly from Hinduism and Islam) Can you match the symbols to the religions. Look at the Sikh symbol - what do the different aspects show? What are the main	Teacher assess	sikh symbol copies for everyone ppt and video clip	Social: Why do you think there was a need for a new religion in Nanak's time? Moral: What is meant by equality?



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		<p>Rule off, date and head up work 'The Mool Mantar'</p> <p>Stick a copy of the Mool Mantar into books. Underneath, explain what this Mantra is saying about Sikh belief - the most important being 'Ik Onkar' - there is only one God'. How do Sikhs feel and think about God? How should they live their lives? For less able, aim for 3 bullet points that the Mool Mantra says about Sikh faith.</p> <p>If time, children can write their own mantra or poem to explain their personal beliefs.</p> <p>Plenary: Mantras can be shared and discussed.</p>		<p>Mool Mantar sheets to stick in</p> <p>glue</p>	<p>Cultural: How important do you think it is for British Sikhs to say the Mool Mantar in Gurmurkhi?</p>
3	<p>LO: To explore the importance of the khalsa in Sikh life and the codes and rules involved in living life as an initiated Sikh</p>	<p>Starter: Share knowledge organiser, discuss and stick into books. You could ask them to research the 5k's to fill in next or by lesson.</p> <p>Activity: Snowball/discuss/whiteboard groups that the class are members of. Did they need to do anything to join? Is there a particular dress code? Are there any age restrictions or rules?</p> <p>Read through information on the founding of the khalsa and show ppt.</p> <p>Watch video http://www.bbc.co.uk/learningzone/clips/origins-of-the-khalsa/672.html</p> <p>Either:</p> <ul style="list-style-type: none"> In groups (6 would be ideal) act out/mime the founding of the khalsa. Watch and take photos of performances or write a newspaper report of the event <p>In either case, pay particular attention to the 'rules' mentioned in Guru Gobind Singh's speech: no smoking, no alcohol, gender equality etc. These were astounding ideas for the 17th century!</p> <p>Plenary: Watch performances WWW and EBI or read out reports.</p>	<p>Peer comments on drama</p>	<p>knowledge organisers</p> <p>ppt</p> <p>Khalsa sheets</p> <p>Computers?</p> <p>Camera?</p> <p>RE books</p> <p>Artefacts for drama (khanda, bowl for amrit)</p>	<p>Social: How does it feel to be a member of a group?</p> <p>Moral: Does belonging to a group encourage people to behave well?</p> <p>Spiritual: How do you think being initiated as a member of the khalsa is a spiritual experience?</p> <p>Cultural: How is tradition reflected in religious and</p>



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					other ceremonies?
4	LO: To understand how sewa is an expression of equality and a way of life	<p>Starter: Starter: How do religions help the community – discuss with partner and feed back to class.</p> <p>Activity: Introduce idea of sewa to Sikhism. Read through first section of worksheet 'Sewa'. Use ppt for discussion questions.</p> <p>When you get to Tan Man & Dhan, read through next section of worksheet. Ask children to complete matching activity on ppt and then in books, draw 3 columns headed Tan Man and Dhan and ask them to write examples of what they could do in each category.</p> <p>Watch videos and aim for 5 facts about the langar.</p> <p>BBC website: http://www.bbc.co.uk/learningzone/clips/sewa-in-action/3779.html</p> <p>Are there any aspects of sewa that children do or their parents/relatives do for the community or others? Why do people give up their time for others?</p> <p>Plenary: How can you best serve the community you live in? Is there anything people could do better? How could we achieve this?</p>		ppt RE books Worksheet	<p>Social: How do religions help the community?</p> <p>Moral: How does sewa relate to the Golden Rule?</p> <p>Spiritual: How does sewa help Sikhs to show they love God (Waheguru)</p> <p>Cultural: Is the culture of the langar relevant in today's society?</p>

	Learning Objectives	Content	Assessment	Resources	ICT Opportunities
5	LO: To express how Sikhs put their beliefs into practise in everyday life in Britain	<p>Starter: Use knowledge organiser to review significance of 5k's and how challenging it might be to use/wear these in Britain today.</p> <p>Activity:</p> <p>Assessment - diary entry of a day in the life of a Sikh. Use sheet to talk through expectations. More able/Sikh pupils can aim to compare their day to that of a Christian/Muslim friend. Remember to explain reasons and give details for actions during the day. Allow about half an hour - 5 mins or</p>			



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		so to introduce task and 20-25 mins writing time. They can look back in their books for vocabulary. The test is about how they explain, give reasons and justify their actions as a Sikh. Swap books, read and give 2 stars and a wish.			
6					