

KEY STAGE 2 UNIT		Autumn 1a: Holy Spirit		Concept: Trinity; God the Holy Spirit		Medium Term Plan Year 4	
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities		Key Vocabulary		
<p><b>What part do Christians believe the Holy Spirit plays in welcoming into the church community?</b></p> <p><b>Why do Christians say: 'Father, Son &amp; Holy Spirit?'</b></p>	<p><b>The children will learn:</b></p> <p>That the Holy Spirit is God.</p> <p>About the difference between infant baptism &amp; believer's baptism.</p> <p>How the Bible instructs believers to be baptised.</p> <p>That the Holy spirit lives in believers.</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging (Some children)</i></p> <p>I can remember that the Holy Spirit is important to believers.</p> <p>I can explain that the Holy Spirit is part of God; one person of the Trinity.</p> <p><i>Expected (All children)</i></p> <p>I can explain why the Holy Spirit is important to Christians.</p> <p>I can describe how the Holy Spirit is involved in believers' and infant baptism.</p> <p><i>Exceeding (Few children)</i></p> <p>I can explain how the Holy Spirit through</p>	<p><b>Lesson 1-2</b></p> <p>Recall previous work on the Trinity. Make links to the Lord's Prayer and to any relevant songs sung in school: eg 'The spirit lives to set us free 'or 'All over the world the spirit is moving'.</p> <p>Look at and discuss photographs of infant and believer's baptism. Ask: What questions would they ask the people involved? Ask: has anyone ever been to a baptism? Share experiences. Post it questions and ideas on photographs. Make a collection of items used in both baptisms: eg robes; cards; candles; gifts; certificates; towel. Discuss each item and its possible use. Ask the vicar to role play an infant baptism in the local church explaining what happens. Watch extracts of a believer's baptism and an infant baptism from videos off YouTube or the 'Request 'website. <a href="http://www.request.org.uk">www.request.org.uk</a> or see also <a href="http://www.cleo.net.uk">www.cleo.net.uk</a></p> <p>Get the class to watch the videos using small whiteboards recording important details and any questions they would like to ask? Ask: What part do you think the Holy Spirit plays in each of these two events? Collate initial ideas and discuss. Encourage pupils to see the world through eyes of others. Refer back to the videos and the role play. <a href="http://www.barnabasinschools.org.uk/find/baptism/ideas/1">http://www.barnabasinschools.org.uk/find/baptism/ideas/1</a></p> <p><b>Lesson 3-4</b></p> <p>Discuss the important roles the godparents and parents play in infant baptism.</p> <p>Explore the use of water in both baptisms. Ask: What part does water play in both baptisms? Why is water used as a symbol? What part do believers think the Holy Spirit plays? Why might Christians say; 'Father Son &amp; Holy Spirit' at both baptisms? How does this link to any of the promises made by people involved? How does it link</p>		<p>baptism: outward acknowledgement of belief and receiving of the Holy Spirit.</p> <p>dedication baptism by full immersion infant baptism</p> <p><b>Resources</b></p> <p>See websites in text Holy Baptism Believer's Baptism by full immersion</p>		

		<p>baptism has an impact on the lives of believers.</p>	<p>to the Christian idea of the Trinity? Discuss how John the Baptist used water to wash away bad things and start again symbolically 'clean'. (Link: Jesus' Baptism and dove symbolism).</p> <p><b>Lesson 5/6</b>  Invite visitors into school if possible that were baptised as infants or have had their own infant baptised. Interview them about what happened and why it was important to them.  Invite adults in who were baptised as an adult by full immersion (Believer's baptism).  Compare and contrast the similarities and differences between the two baptisms. Think, Pair, Share. Ask: Why do you think some people are baptised as infants, some have thanksgiving service also known as dedication and others have a different naming ceremony or no ceremony? Why are some people baptised later on as believers? Collate reasons. Ensure all feel valued.  Look closely again at the promises made by people at both events. Discuss: How are the promises made at each baptism similar? How are they different? What part do you think the Holy Spirit plays? How do you think the two events affect a believer? Why does the minister in each baptism use the words: 'Father Son &amp; Holy Spirit?'  Ask groups to create a description booklet or information board with photos and words for someone who doesn't know anything about baptism explaining the two types.</p> <p><b>Assessment</b>  Role play an interview between a Christian who was baptised as an adult and one who was baptised as a baby. Ask the children to explain in the role play the effect of the baptism on their lives; the part the Holy Spirit played and how baptism welcomed them into the church family using the words 'Father, Son &amp; Holy Spirit'.</p>	<p><b>Infant baptism</b>  Will you bring up your child as a Christian? With God's help we will.  'I baptise you in the name of the Father, the son and the Holy Spirit'</p> <p><b>Adult Baptism:</b> 'On confession of your faith in the Lord Jesus Christ I baptise you in the name of the Father, the Son and the Holy Spirit'.</p>
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KEY STAGE 2 UNIT		Autumn 2b: Incarnation	Concepts: incarnation; good news	Medium Term Plan Year 4
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>What is good news for Christians in the Christmas story?</b></p>	<p><b>The children will learn:</b></p> <p>About what is good news in the Christmas story.</p> <p>Why Christians believe Christmas is good news.</p> <p>Ask questions about the Christmas story and suggest possible reasons why Christians celebrate the good news at Christmas.</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging (Some children)</i> I can talk about some parts of the Christmas story which are seen as good news for Christians.</p> <p><i>Expected (All children)</i> I can explain why Christians believe the Christmas story is seen as good news making reference to parts of the first Christmas story.</p> <p><i>Exceeding (Few children)</i> I can make links with the Christmas story and Christian belief/ practice at Christmas/Candlemas explaining how this demonstrates good news.</p>	<p><b>Lesson 1-2</b></p> <p>Ask: Have you ever heard some really good news? Bad news? This might be from their family; school; TV or sport. Discuss. Ask: What do you do when you hear some good news? Ask the pupils in pairs to pretend to tell each other some good news and act out how they might respond when they hear it.</p> <p>Give groups of 4 children a character from the Christmas story eg angel; shepherd; Mary; Joseph. You can use Christmas cards or you find some photographs at <a href="http://request.org.uk/teachers/teaching-resources/festivals-resources/christmas-festival/2013/09/20/christmas-photo-and-activity-pack/">http://request.org.uk/teachers/teaching-resources/festivals-resources/christmas-festival/2013/09/20/christmas-photo-and-activity-pack/</a></p> <p>Ask the groups to recall the Christmas story by writing a 'good news' statement or caption next to each picture; eg next to shepherds: 'A new king is born in Bethlehem'. Place all the photographs together and ask the children to see how many different 'good news' ideas they have found. Ask: Have we remembered the entire story? Recall briefly. Explain the Christmas story has other good news in it. Watch or tell the story of Elizabeth and Zechariah: <a href="https://www.youtube.com/watch?v=o1JzbiUpi6s">https://www.youtube.com/watch?v=o1JzbiUpi6s</a></p> <p>Read with the class the text from Luke 1:5-80 in the Good News Bible. Identify how God kept his promises to Elizabeth and Zechariah. Ask pairs to underline all the 'good news' in the text. Share ideas. Make a 'good news' list on the wall in the classroom.</p> <p>Watch the story of the presentation of Jesus in the temple which includes Simeon and Anna. See</p>	<p>nativity story Luke's gospel Matthew's gospel good news</p> <p><b>Resources</b> Lion Storyteller Bible Good News Bible text from Good News Bible: <a href="http://www.biblegateway.com">www.biblegateway.com</a></p> <p>Candlemas is another name for the feast of the presentation of Jesus at the temple. It occurs 40 days after Christmas. The blessing of candles on this day recalls Simeon's reference to the infant Jesus as the "light for revelation to the Gentiles" (Luke 2:32). Traditionally, the Western term "Candlemas" (or Candle Mass) referred to the practice when a priest on 2<sup>nd</sup> February blessed bees wax candles for use throughout the year, some of which were distributed to believers for use in the home.</p>

<http://www.bbc.co.uk/education/clips/zmjxn39Play>

Read the story from the Bible text found in Luke 2:21-39  
Involve the children by asking them to wave or another suitable signal when any type of 'good news' is mentioned. Then add to the class wall list of 'good news' from the stories of Elizabeth and Zechariah; Simeon and Anna.  
Ask: How do you think Jesus would fulfil his role as the new king? Explore art images of the presentation of the baby Jesus in the temple on Google images. Ask: How do these images help us understand the good news at Christmas? Add ideas to wall.

#### **Lesson 3-4**

Look again at Luke 2:29-32. The song of Simeon known today as the Nunc Dimittus. Explain every year Christians today hold a feast that remembers this event which they call Candlemas on 2<sup>nd</sup> February. For background see:

[http://resources.woodlands-](http://resources.woodlands-junior.kent.sch.uk/customs/year/candlemas.html)

[junior.kent.sch.uk/customs/year/candlemas.html](http://resources.woodlands-junior.kent.sch.uk/customs/year/candlemas.html)

<http://www.barnabasinchurches.org.uk/simeon-and-anna-the-light-of-the-world/>

[http://www.going4growth.org.uk/growth\\_through\\_the\\_year/candlemas](http://www.going4growth.org.uk/growth_through_the_year/candlemas)

Ask: What was the good news for Simeon? Explain and explore briefly the link with Jesus as light of the world: the revelation to the Gentiles (non Jews) and the feast of Candlemas. Investigate a number of light sources and their properties eg torches for giving light/guiding and birthday candles for celebrating. Discuss why light is much used as a symbol at Christmas time. Add ideas to good news list. Ask: What is the good news at Christmas? Who is the good news about?

			<p>Add another heading to the wall: Why is Jesus the good news at Christmas time for Christians? Discuss. Explore a series of Christmas carols that speak of Jesus as the good news eg 'Hark the Herald'; 'Once in Royal David's city'; 'O Come all ye faithful'; 'Joy to the world'. Ask: Can we add to the good news list from all we have studied?</p> <p>Ask the class to design Wordle type word pictures or collages that show all the good news they have discovered about Christmas.</p>	
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**Assessment**

Ask the class to write Kennings or Haiku poems that show as many ideas about the good news at Christmas as they can remember. The poems must refer back to and give examples from the Christmas story.

KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>Why is Passover important to Jews?</b></p>	<p><b>The children will learn:</b></p> <p>The Exodus story</p> <p>About the Passover meal</p> <p>About what freedom might mean to Jews</p> <p>What Jews might think modern slavery looks like</p> <p>About are the future hopes about the Messiah</p>	<p><b>By the end of this unit:</b></p> <p><i><b>Emerging (Some children)</b></i></p> <p>I can explain some of the symbolic meaning of the Passover meal. I can how freedom and slavery might be important to Jews today.</p> <p><i><b>Expected (All children)</b></i></p> <p>I can make links between the Exodus story and the symbolism of the Passover celebration. I can suggest why Passover is celebrated as an act of remembrance today and why it is important for Jews.</p>	<p><b>Lesson 1</b></p> <p>Explore ideas of freedom. Discuss what the term means. Ask the children to make body sculptures to show what freedom looks like. Look at pictures of being free, (Google images). Collect other words that develop the idea of freedom. Ask: What does it feel like to be a slave? What happens when you become free? Collect different adjectives to explore and compare slavery and freedom. Give the children a selection of words from the Passover story eg Moses, plagues, Pharaoh, Passover, Egypt, slavery, Israelites. Ask: Can you guess which story from the Bible these words can be found in? Think, Pair, Share. Establish it is the Exodus story of Moses and the Israelites which are also known as Hebrews. Explain this is an important story for both Jews and Christians today but for Jews it comes from the Torah their sacred book. Ask the class to mind map all the children know about Judaism so far as they may not have visited it since Yr. 2. Ask: What can you remember about Moses and the story of the plagues? Ask the children to retell the story to each other in pairs, first one child then the other, using the Mix, Pair, Share Kagan technique. Collect the children's ideas on a working wall. Watch the story of the Exodus or retell it interactively using suitable props. Here are two versions: <a href="https://www.youtube.com/watch?v=UFU5NrPgutA">https://www.youtube.com/watch?v=UFU5NrPgutA</a> (finish before Jesus is mentioned at the end 5:30) or use this video of Jewish children telling the story: <a href="https://www.youtube.com/watch?v=4xiBvZQuKZY">https://www.youtube.com/watch?v=4xiBvZQuKZY</a></p> <p>Ask: What do you think is the most important part of the story for Jewish people today? (ie to remember God set them free through Moses, God spared them and 'passed over' their houses before they were freed. God kept his promises to them to rescue them).</p>	<p>Passover</p> <p>Exodus</p> <p>Seder</p> <p>freedom</p> <p>slavery</p> <p>hope</p> <p>Israel</p> <p><b>Resources</b></p> <p>Passover meal</p> <p>food and table objects</p> <p>art materials</p> <p>music and video links</p> <p>Exodus story</p> <p>darts target board</p>

		<p><b>Exceeding (Few children)</b> I can suggest some of the difficult questions the Exodus story and Passover meal might raise today and suggest answers.</p>	<p>Role play the story emphasising the answer to this question. Explore the idea of 'slavery to freedom' in different ways. Play two soundtracks from the Prince of Egypt film one about slavery one and also about freedom, eg  <a href="https://www.youtube.com/watch?v=3WKN0XF8-3Q">https://www.youtube.com/watch?v=3WKN0XF8-3Q</a> Track 1 Deliver us  <a href="https://www.youtube.com/watch?v=ICteJY1-Zkk">https://www.youtube.com/watch?v=ICteJY1-Zkk</a> Track 12 When you believe.          Use movement to these songs to deepen understanding of the concepts of freedom and hope after slavery and despair.</p> <p><b>Lesson 2</b>          Lay a Passover (Pesach) table in class. Label all the different items on the table. Play some Jewish music. Ask the children to sit quietly and remember the Exodus story from last week. Ask: Can you identify any of the items on the table which remind us of part of the Exodus story? How might the table represent important parts of the Passover story? Timed Pair, Share. Guess and predict ideas then watch the video looking for clues.  <a href="http://www.bbc.co.uk/programmes/p02n2kt9">http://www.bbc.co.uk/programmes/p02n2kt9</a>  <a href="http://www.bbc.co.uk/education/clips/zmq6sbk">http://www.bbc.co.uk/education/clips/zmq6sbk</a>  <a href="https://www.youtube.com/watch?v=ZISVShBAVtw">https://www.youtube.com/watch?v=ZISVShBAVtw</a></p> <p>Explain this is a key event for Jewish families and it is very important to them as they remember what happened to the first Jews. A Seder meal is held on the first 2 nights of the Passover festival but Seders may also be held at other times for different reasons. It looks back to the feelings of the Jews at the time and also looks forward to current need for liberation today.</p>	<p><b>Pesach (Passover)</b>          There are symbolic foods and actions in the Seder meal. Homes are prepared and cleaned free of 'Chametz', all foods containing yeast. A candle and feather may be used. The meal is a re-enactment of the Passover story which we must be careful not to do. The retelling of the story reminds us of how precious freedom is, and the food restrictions remind Jews of the difficult times of Jewish slaves. Symbolic food: Charoset (sugar cinnamon apple wine and almonds) represents mortar cement used in slavery to stick the pyramids together. Bitter herbs &amp; horseradish represent suffering in slavery. Karpas (parsley) a vegetable represents the slave's tears. Everyone drinks wine or grape juice to celebrate Gods rescue of them from Egypt. Matzos: unleavened bread/crackers are eaten to remember the hurry in which the Israelites left Egypt. Egg a symbol of new life after slavery.</p>
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			<p>Explore the different elements of the meal taking the children through the meal tasting the food but not re-enacting it, eg 4 questions asked and responses made, the words and actions. It is important to explain there are many different traditions for celebrating Passover.</p> <p><a href="http://scheinnerman.net/judaism/pesach/haggadah.html">http://scheinnerman.net/judaism/pesach/haggadah.html</a>  <a href="http://jewishfederation.org/images/uploads/holiday_images/39497.pdf">http://jewishfederation.org/images/uploads/holiday_images/39497.pdf</a>  <a href="http://www.chabad.org/holidays/passover/pesach_cdo/aid/661624/jewish/English-Haggadah.htm">http://www.chabad.org/holidays/passover/pesach_cdo/aid/661624/jewish/English-Haggadah.htm</a></p> <p>Afterwards Ask: How important do you think the idea of freedom and being set free is to Jewish people? Why do you think it is still important today when it happened so long ago? Record the children's ideas in groups of 3 on a large A3 drawn Seder plates.</p> <p><b>Lesson 3</b></p> <p>Display: "Once we were slaves, now we are free". The hagaddah says, "In every generation, every Jew must regard himself/herself as though he/she, personally, was brought out of slavery'. Jews are asked to identify with the slavery in Egypt and 'Jews today do not feel free if there is anyone else who is denied liberty' (Karp)</p> <p>Explain some think this is the Passover message. Ask: Do you think Jews all feel the same today? Human Bar chart vote to see what the class initially feel. Ask: How important is freedom to Jews prior to, during and now after the Exodus? Think, Pair, Share ideas.</p> <p>Give groups nine statements about Passover and ask them to place them on a target dart board labelled 'Very important': Centre, 'Quite important': next ring, 'Important': next outer ring, 'Not important'.</p> <p>Feedback asking children to justify their ideas. Vote as a class giving reasons. (NB there isn't a correct one as Jews have different opinions). Think about the modern need to be free. Ask what things today do people need to be free from? Make a list eg racism, child labour, hurt feelings, injustice, a dictator personal struggles. Ask: How might God still be rescuing Jews today?</p>	<p>The Hagaddah (script) lays out how the celebration meal is to be held. eg Elijah is toasted as Jews look forward to him returning before the messiah (anointed one) they long for comes and ushers in a period of peace and re-establishes the Jewish people in Israel their promised land. Families may do things differently.</p> <p><b>Darts Board target statements:</b></p> <ol style="list-style-type: none"> <li>1. Passover is a happy Jewish family time. Jews celebrate.</li> <li>2. Passover is celebrated because God told them to.</li> <li>3. Passover is the feast of unleavened bread (matzos).</li> <li>4. Seder is symbolic of freedom past, present and future.</li> </ol>
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			<p>Ask: How might Jews understand God's covenant (promise) with them from long ago today?</p> <p>Ask class groups to produce a series of 3 body sculptures showing what things God might rescue Jews from today. Play the songs again from the end of lesson one and ask the class to design movements that explain what this might mean today. Look at the words/lyrics of the songs. Ask: How do these songs express the freedom the Jews might want today?</p> <p>Display the words of the toast made at the end of Passover: 'Next year in Jerusalem, next year we shall all be free'. Ask the children to suggest what this might mean, record on large sheets, passing them on and adding comments to each other's ideas. Explain Jews believe God made a covenant with them a long time ago and has given them hope, ie a promise to rescue them as the chosen people, send a messiah who will bring a time of peace and return them all to the promised land Israel one day. Record any puzzling questions and ideas this raises.</p> <p>Make links sensitively to news and media items in Palestine today. Explain there are no easy answers. If possible, interview Jews about this and suggest answers to the questions raised.</p> <p><b>Assessment Tasks</b></p> <p>Write a leaflet that explains the importance of slavery and freedom making reference to both the Passover story and the Seder meal. Differentiate the task to match the learning outcomes as appropriate.</p>	<p>5. Toasting Elijah and leaving the door open reminds Jews the messiah is yet to come.</p> <p>6. Passover is about spring cleaning.</p> <p>7. It is important to remember the ancestors' feeling when they were in slavery.</p> <p>8. Passover is about the future hope of a time of peace, a messiah coming and Jews returning to the promised land Israel.</p> <p>9. Passover is about a promise made by God to rescue his chosen people the Jews.</p>
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KEY STAGE 2 UNIT Summer 1c: Creation		Concepts: creation; God		Medium Term Plan Year 4
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>Why do you think the creation stories are similar and different?</b></p>	<p><b>The children will learn:</b></p> <p>The Christian creation stories.</p> <p>There are different perspectives on the story.</p> <p>To identify similarities and differences between the stories.</p> <p>About other creation stories from faith and cultures.</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging (Some children)</i> I can talk about the Christian creation stories.</p> <p>I can talk about things in the Bible that make people ask questions.</p> <p><i>Expected (All children)</i> I can describe what Christians might learn from the two creation stories in Genesis.</p> <p>I can suggest some good questions people ask about creation and compare my answers with others.</p> <p><i>Exceeding (Few children)</i> I can identify the similarities and differences in the two Genesis creation stories.</p> <p>I can suggest a number of reasons for the differences in the stories and the puzzling questions they raise.</p>	<p><b>Lesson 1</b> Ask; What do we mean when we use the word ‘create’ or ‘creation’? Discuss. (Link Year 1 God). Ask: What do Christians say about the beginning of the world? What is the Christian creation story? Can you remember the story from the Bible? Display the above questions. Think Pair Share. Ask the pairs to retell the Christian Bible story about creation to each other as far as they can remember. Repeat with each member of the pair. Ask: Did you tell each other the same story exactly? Explain the Christian story of creation comes from the book in the Bible called Genesis? Ask: What do you think Genesis’ means? Draw out the word means ‘beginnings or origins’. Revisit the story from Genesis 1:1;-2:4a; 2:4b-25. Get the pupils to guess what was made on each day before telling them. Day 1 Light (day) Darkness (night); Day 2: waters and the heavens; Day 3:dry land and vegetation; Day 4: sun and moon; Day 5:sea creatures and birds; Day 6: animals and human beings. Watch a visual version of creation. Eg BBC version. <a href="https://www.youtube.com/watch?v=mVUBg7_w4">https://www.youtube.com/watch?v=mVUBg7_w4</a></p> <p><b>Lesson 2-3</b> Explore the Genesis stories. Give groups of 4 children a photocopy of the two creation accounts from Genesis 1:1-2:4a; Genesis 2:4b-25. Read together as a class.</p>	<p>Genesis origins beginnings</p> <p><b>Resources</b> video of creation Good News Bible</p>

			<p>Ask the children to read again silently as individuals or in groups of 4 read out loud alternate verses to each other. Ask: Do these accounts say anything to people about God? What do they say about where everything started or began? What do these accounts tell us about human beings? How did human life begin?</p> <p>Ask groups to use two coloured highlighters to mark any similarities and differences between the texts. Create two overlapping Venn diagrams for the two accounts labelled as below:</p> <div data-bbox="1144 635 1742 847" data-label="Diagram"> </div> <p>Ask the groups to fill in the diagrams with detail that is distinct to both accounts and with detail that both accounts have in common in the overlapping centre. Feedback. Ask: How are the two accounts the same? How are they different? What questions would you ask the author?</p> <p>Use P4C: Children in groups pose questions about the two accounts: eg Why are there 2 different versions of the creation story in Genesis? Are there any more versions?</p> <p>Children choose 4 questions by voting for their favourite one/most important one. The vote is then narrowed to one question and discussed using P4C style debate. Ideas are summarised and linked at end</p>	<p>Venn diagrams Genesis accounts of creation on separate pages markers or highlighter pens of different colours</p>
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			<p>of debate by asking the class to decide why there are two accounts in Genesis? Possible answers:</p> <ul style="list-style-type: none"> <li>a) written by two different authors;</li> <li>b) written in different time periods;</li> <li>c) same author but different audience;</li> <li>d) written as complementary accounts.</li> </ul> <p>Ask: What do you think is most important to Christians about the creation story in Genesis? Discuss. (Possible answer: God made the world including humankind and gave people responsibility for it). Ask: Does it matter that there are two different stories?</p> <p><b>Lesson 4 (if time permits)</b> Ask: Are there any other creation stories? Look at two other creation stories from other cultures/faiths. eg Aboriginal; African; Hinduism or Sikhism. Compare and contrast with Christian story. Ask children to write their own versions of how the world was made and to indicate the similarities and differences between their account and the Christian accounts. Provide writing frames if required.</p> <p><b>Assessment</b> Ask: Why do you think the creation stories are similar and different? Ask the children to write their own explanation to the key enquiry question.</p>	<p>answers to key question on large pieces of card.</p>
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## HOW DO SIKHS WORSHIP?

### RE Skills to develop

I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.

I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.

I can discuss my own and other's spiritual experiences and find connections between communities.

I can discuss issues about community cohesion and demonstrate understanding of different views.

### Learning Check in

**Emerging:** Can explain that the Gurdwara is the place of worship for Sikhism and can offer suggestions for what may happen here.

**Expected:** Can tell you about the similar aspects of a Gurdwara and about how Sikhs worship and share food at the Langar.

**Exceeding:** Confident when discussing the Sikh belief using correct terms. Can discuss the purpose of the Gurdwara and how this shows community.

Useful background info for this unit. [https://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/gurdwara\\_1.shtml](https://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/gurdwara_1.shtml)

Children need to have covered the earlier unit on Sikhism before starting this one.

Week	Key Concepts	Our Enquiry Question	Lesson Content	Resources
1	<b>Gurdwara</b> <b>Guru Granth</b>	What is the Gurdwara how is this important to the community?	What do the class remember about their previous learning on Sikhism, focus their answers on the Gurdwara and Guru Granth Sahib. Compare some plans of a Gurdwara in teams (Google image search). Compile a chart of similarities and differences. Explain how a	Large paper for group activity on similarities

	<p><b>Sahib Khanda</b></p>	<p>What is the Khanda?</p>	<p>Gurdwara has three main purposes, to sing the hymns from the Guru Granth Sahib (Kirtan), read and explain the Guru Granth Sahib (Katha) and the third is the Langar. Gurdwaras also help the Sikh community by holding libraries of Sikh literature, schools to develop understanding of the belief for children and charitable work for the community and beyond. Film link below is a 12 min guide to Sri Guru Singh Sabha Gurdwara in West London. Which of the introduced artefacts were on the lists of similarities from earlier in the lesson.</p> <p><a href="https://www.reonline.org.uk/specials/places-of-worship/sikhism_video.htm">https://www.reonline.org.uk/specials/places-of-worship/sikhism_video.htm</a></p> <p>In the last few minutes of today's session have a discussion about the Khanda. This is the symbol of Sikhism and can often be seen on the ochre or saffron coloured flags at a Gurdwara called the Nishan Sahib. Explore the symbolism.</p> <p><a href="https://www.sikhs.org/khanda.htm">https://www.sikhs.org/khanda.htm</a></p> <p>If you have time to listen to a Sikh hymn there are some suggestions on this site. <a href="https://www.learnreligions.com/sikh-hymns-prayers-and-blessings-2993145">https://www.learnreligions.com/sikh-hymns-prayers-and-blessings-2993145</a></p> <p>A written activity for today's session could be to draw a plan of a Gurdwara and write about the purpose of the Gurdwara and links to community.</p>	<p>and differences.</p> <p>Printed Gurdwara plans.</p> <p>Artefact of Nishan Sahib if available.</p>
<p><b>2</b></p>		<p>How do Sikhs worship in the Gurdwara?</p>	<p>Groups to discuss and list everything they know about the purpose and content of worship in a range of religions. Go around the class with each group suggesting one piece of knowledge, no repeating (suggest they tick off what is said by other groups) until all ideas have been aired. Discuss what are common elements between different religions. What questions do you have about Sikhs worshipping in the Gurdwara.</p>	<p>Post it notes</p>

			<p>Each child to have one question which they try to find the answer for during the lesson. Watch a clip of Sikhs worshipping in the Gurdwara. On a wipe board write 5 adjectives to describe what you see.</p> <p>Possible clips My Life My Religion Gurdwara or True Tube's Holy Cribs Gurdwara.</p> <p>Have a look at <a href="http://pof.reonline.org.uk/people-of-faith/sikhism/worship-places-of-worship/">http://pof.reonline.org.uk/people-of-faith/sikhism/worship-places-of-worship/</a> where Ranvir Singh has answered questions about his faith. (You should find quite of a lot of answers to the pupil questions here.)</p> <p>Ask the class what makes a building a Gurdwara? It is actually any building which contains the holy book, the Guru Granth Sahib. Write up your enquiry question with your answer on a post it note or in your book and then find out one other person's question and answer and record that.</p>	
<b>3</b>	<b>Langar Equality</b>	Why do Sikhs have a Langar?	<p>Share some wrapped food around the class in a blatantly unfair manner, e.g wrapped sweets when everyone born in September, October, November or December get two sweets and everyone else gets one. When the class start to complain, collect them in again and start again in another unfair manner, perhaps all those who go to choir get more than others etc. Hopefully children will be using terms to do with equality which you can they develop further. Remind them of the importance of equality in Sikhism, how this is shown in the Gurdwara where everyone sits on the floor, no assigned seating etc but also with the Langar. <a href="https://www.youtube.com/watch?v=klhffdfu4DM">https://www.youtube.com/watch?v=klhffdfu4DM</a> Ask them if they think this is the same at Gurdwaras in the UK. It is world wide and there is a good Newround clip on <a href="https://www.bbc.co.uk/newsround/49957253">https://www.bbc.co.uk/newsround/49957253</a> about Langar week, however Langar still happens around the year. There are over 6 million meals served everyday in Gurdwaras around the world. Look at some</p>	<p>Food</p> <p>Langar photos</p> <p>Poster resources</p>

			<p>photos of community Langars in action in the UK. You can normally find examples on news sites.</p> <p>Children to write about why Equality is important to them. Could be in the form of a poster / poem etc.</p>	
4	<p><b>Shri Harmandir Sahib</b></p> <p><b>Sacred Places</b></p>	<p>How do Gurdwaras look different or similar around the world? What is the Golden Temple like?</p>	<p>Session on ipads if possible to create three pic collages or similar of photos inside and outside three different Gurdwaras from outside the UK. There are a number of websites about the top ten Gurdwaras etc. Name and location of the Gurdwara to be included on the collage. Many have the Shri Harmandir Sahib (Golden Temple) as number one. Show the class this family guide / blog about visiting it. <a href="https://kidsandpassports.com/visit-the-golden-temple/">https://kidsandpassports.com/visit-the-golden-temple/</a></p> <p>There are also a number of clips available through google video searches. Why may Sikhs visit here? There is no requirement for pilgrimage in Sikhism but it is still an important historical site and a centre of spiritual and cultural identity. Class discussion about where a pupil may visit to represent their spiritual or cultural identity.</p>	<p>Ipads</p>
5 + 6	<p><b>Brings together all previous concepts from this and prior unit on Sikhism.</b></p>	<p>Can I introduce Sikhism to others making connections with my prior learning?</p>	<p><i>The final two sessions on Sikhism are an opportunity for a more detailed written response which could be blocked as one longer session if preferred. This could also be developed as a written assessment opportunity as well as assessment through low risk testing with online quizzes.</i></p> <p>Ensure that the children have key word recall at the start of this session. This could be through a partner quiz using Ipads and online platforms such as Kahootz or Socrative, using multi-choice questions. These questions should also cover the previous unit on Sikhism together to help the children pull together all their knowledge on this religion. You could also play games as a whole class which involve quick recall, card matching etc.</p> <p>Look back at the two key questions for work on Sikhism in KS2, "How</p>	<p>Ipads</p> <p>Online or in class quiz</p> <p>Written resources possibly with assessment criteria inline with curriculum assessments across the school.</p>



			<p>do Sikhs Worship” and “Why is Community and Equality important to Sikhs?”. Model a structure for a written response to one of the questions. What further questions could you use for different paragraphs. Include current literacy lesson based objectives if relevant.</p> <p>Explain that you want each child to write a piece as if they are writing a double page spread of a children’s book on Sikhism. (Look at some examples.) Your choice as to whether you want this to be an individual / pair or group activity. Pupils could have a range of questions from which they pick one to focus on. Allow some additional research time.</p> <ul style="list-style-type: none"><li>• What do Sikhs believe?</li><li>• How do Sikhs worship?</li><li>• What is Gurdwara?</li><li>• What values are important to a Sikh?</li><li>• How do Sikhs show their sense of community?</li><li>• How may a Sikh show the importance of equality in their lives?</li></ul> <p>(Or anything similar.)</p>	
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