

	Sikh Framework	Religions and Worldviews <i>Teachers can select content from this column but should ensure that learning related to each of the 6 questions is covered.</i>	Skills/British Values
Year 3	<u>Learning about the Guru's:</u> - Guru Arjan Dev Ji- Completion of Sri Harmandir Sahib - Installation of Sri Aad Granth at Harmandir Sahib - Martyrdom Guru Hargobind Sahib Ji - Miri Piri and establishing the Akaal Takhat <u>Bani and Kirtan:</u> - Understanding the word Waheguru; - Prayers in the Daily Nitnem - Importance of building a spiritual practice, Learning Gurbani, understanding meaning and pronunciation. Benefit of learning Paath and Shabads by heart. - Importance Sri Guru Granth Sahib Ji. <u>Seva Project - Poverty & Homelessness:</u> - The God-conscious being is the helper of the helpless. <u>Key historical events and places:</u> - Sikh History Timeline 1469 - Present - A perspective of History, Key events and personalities <u>Important personalities, warriors and martyrs.</u> Influential Sikh Figures in Sikh history.	<u>Believing (Hinduism)</u> <u>What do Hindus believe about God?</u> - Discuss ways in which we exercise trust and faith in our everyday lives, finding examples of how we know about something we have not seen or experienced for ourselves. - Explore how Hindus name and describe the attributes of God – Brahma (creator), Vishnu (preserver), Shiva (destroyer). - Study Hindu murtis (statues) and find out what they say about God. <u>Why is the Bhagavad Gita important for Hindus today?</u> - Discuss different types of story and how religious stories often have a deeper meaning. - Explore Hindu texts (e.g. Bhagavad Gita) and how they guide Hindus. - Learn how ideas about Hindu Gods are shown in stories/narratives. <u>Expressing (Hinduism)</u> <u>Why do Hindu's pray?</u> - Discover and think about the meanings of the words of the Hindu Gayatri Mantraa. - Find out about Hindu symbols and how these may be used in prayers. - Learn that Hindus and other religious people pray in many different ways, both using set forms of words and more spontaneously. - Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? <u>Why are festivals important to Hindus?</u>	- Pupils can talk about similarities and differences between views of God in different religions. - Pupils can use appropriate religious words to describe sacred texts from several religions. - Pupils can compare the use of symbols and prayers in different religions. - Pupils can use appropriate religious words to describe some of the things that are the same and different for religious people. - Pupils can talk about how things that are important to them influence the way they think and behave. - Pupils can talk about what good and bad things people sometimes do. - Pupils can explain why some things are tempting and why we sometimes give in. They can discuss why we sometimes blame others. - Pupils can explain how key figures (from a several religions or no religion)

	• Baba Buddha Ji • Bhai Gurdas Ji • Bhai Mani Singh Ji • Baba Deep Singh Ji focus on studying Gurbani. <u>Sikh living:</u> • Naam Jappo • Building a daily routine of prayer and meditation • Importance of daily Nitnem • Praying before a meal- Gratitude • Significance of Sikh Symbols- Khanda and Nishaan Sahib	• Consider the meaning of the story behind the Hindu festival of Diwali. • Describe how Hindu believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. <u>Living</u> <u>What does it mean to be a Hindu in Britain today?</u> • Visit a Hindu mandir and talk to Hindus about how they use it and why it is important in their lives. • What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. • Find out about how Hindus show their faith within their families. What kinds of things would Hindu families do during the week? • Talk to some Hindus and find out about which objects and actions are most important to them and why. • Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? <u>What can we learn from Hinduism about deciding what is right and wrong?</u> • Explore Hindu ideas about the four aims of life (punusharthas)- dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Compare these with pupils' goals for living. • Explore Hindu ideas of karma – how actions bring good or bad karma. How and why does 'snakes and ladders' link with this idea?	changed the world for the better.
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Year 4	<u>Learning about the Guru's:</u> - Guru Har Rai Sahib Ji - Love and care for nature - Guru Har Krishan Ji - Wisdom beyond age and service during the smallpox epidemic. <u>Bani and Kirtan:</u> - Ardaas Shakti- The power of Ardaas. Before starting all projects/campaigns doing an Ardaas. Powerful examples of the Ardaas leading to success in campaigns, overcoming illness etc - Power of Faith in Sri Guru Granth Sahib Ji <u>Seva Project</u> - Nature, Respect our planet and the environment - The God-conscious being blossoms in fruitfulness. <u>Key historical events and places:</u> - History and significance of the Harmandir Sahib- include details of Trees, Sarovar, Baba Deep Singh, Guru Ram Das Ji, Guru Arjan Dev Ji, Maharaja Ranjit Singh to present day. <u>Important Personalities, warriors and martyrs:</u> Story of Bhai Khanaiya Ji and Humanitarian service	<u>Believing (Islam)</u> <u>What do Muslims believe about God?</u> - Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers'. - Recognise that Muslims do not draw Allah or the Prophet Muhammad, but use calligraphy to say what God is like. - Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy of some of the 99 names of Allah; I am a Muslim by Zain Bhikha; listen to the Call to Prayer. - Talk to Muslims about what they believe about God. <u>Why is the Qur'an important for Muslims today?</u> - Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God. - Introduce the Holy Qur'an- and investigate how it is used and treated. - Share the story of how the Angel Jibril revealed the Holy Qur'an to Prophet Muhammad on Mount Hira. - Explore how Muslims learn Arabic to be able to read and remember the Qur'an. - Explore stories about Prophet Muhammad (e.g. 'Muhammad and the hungry stranger', 'The thirsty camel', 'The sleeping cat'). <u>Expressing</u> <u>Why do Muslims pray?</u>	- Pupils can talk about what the concept of God means to them and how this compares to the views of others, including those who do not believe in God. - Pupils can suggest what a religious story might teach a believer. - Pupils can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. - Pupils can think of thoughtful questions to ask religious believers. - Pupils can explore connections between prayer in different religions. - Pupils can identify key common elements of festivals: shared values, story, beliefs, hopes and commitments. - Pupils talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? - Pupils can ask questions about the moral decisions they and other people make, and

	<u>Sikh living:</u> • Degh Tegh Fateh • Importance of proactively doing Seva, Simran and Sangat • Taking responsibility for building a better world and living Sikhi and its values in all we do: being engaged in social justice, striving for excellence in our individual fields of work, being socially and politically conscious.	• Find out how Muslims pray and make links with prayer in other religions. • Visit a mosque and talk to Muslims about how they use it and why it is important in their lives. • Discover and think about the meaning of the words of a key prayer in Islam- e.g. the First Surah of the Qur'an. • Consider the idea that some people are spiritual but not religious and like to pray in their own way, and that others are atheists who believe it is better to be kind or to help someone rather than to pray for them. <u>Why are festivals important to Muslims?</u> • Share the experiences of a Muslim during Ramadan and Eid-ul-Fitr. • Consider questions about the deeper meaning of Ramadan and Eid-ul-Fitr, e.g. Does fasting make you a better person? How? (link to fasting in other religions). Living <u>What does it mean to be a Muslim in Britain today?</u> • What objects might you find in a Muslim's home and why? E.g. e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. • Find out about how Muslims show their faith within their families. What kinds of things would Muslim families do during the week? • Explore Islamic art and find out its significance for Muslims. <u>What can we learn from Islam about deciding what is right and wrong?</u> • Explore the practice, meaning and significance of the Five Pillars of Islam: Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage).	suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. • Pupils can discuss and compare ideas about the importance of being generous and charitable across several religions. • Pupils can suggest good things and difficulties that people might have from trying to follow the teachings of a sacred text in day-to-day life.
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