

	Sikh Framework	Religions and Worldviews <i>Teachers can select content from this column but should ensure that learning in each of the three areas is covered.</i>	Skills/ British Values
Year 5	Learning about the Guru's: Guru Tegh Bahadur Ji • Early Life • Receiving the name Tegh Bahadur • Travelling Sikhi Prachar • Martyrdom and its unique significance in Human Rights Bani and Kirtan: • Universal message of Gurbani • Guidance for all people and all times, focus on individual values and choices. Challenging empty rituals/religious practices, challenging bad behaviours and intentions • Encouraging all people to be the best they can be. Providing guidance to leading a happy, healthy and wholesome life. • Sri Guru Granth Sahib Ji Hukhamnama Seva Project – Mental health and well-being: • The God-conscious being dwells in peaceful ease. Key historical events and places: • Importance of the five Takhts and why these institutions were established. Their history and significance in Sikh History.	Believing (Christianity) <u>What do Christians believe about God?</u> • Explore how Christians think of God as a Trinity – Father, Son and Holy Spirit. • Study Christian art used to show ideas about God and what it says about Him. Compare with how other religions represent ideas about God. • Explore how Christian ideas about God are shown in Bible stories, e.g. Moses and the Burning Bush, Jonah and the whale; parable of the Forgiving Father told by Jesus (Luke 15.11–32). • Examine similarities and differences between this view of God and pupils' own views of God. • Discuss that many people do not believe in God. • Express pupils' own ideas about God through art. <u>Why is the Bible important for Christians today?</u> • Discuss sources of guidance and wisdom in pupils' lives. Introduce Bible as a guide for Christians. • Explore the Christian Bible: Old and New Testaments, divided into books, chapters and verses; different types of writing, e.g. laws, poems, prayers, biographies (gospels), letters. • Find out how the Bible tells Christians how to live. • Creation: Read Genesis 1 (lively children's version)- create dance/movement actions/ art for each day. • Discuss what good and bad things people do. Explore idea of temptation and tell story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). What lessons do pupils think Christians might learn from this story? • Ask some Christians how they use the Bible. Expressing (Christianity) <u>Why do people pray?</u> • Discover and think about the meaning of the words of the Christian Lord's Prayer and make links with prayers in other religions. • Find out about some symbols used in Christianity.	• Express own beliefs through various artistic forms. • Retell religious stories in a range of ways. • Discuss the feelings of characters in religious stories. • Suggest what a religious story might teach a believer and how this is relevant to own life. • Describe religious beliefs and practices and know that some things are characteristic of more than one religion. • Make links between religious texts across different religions. • Compare forms and use of prayer across different religions. • Recognise and respect religious traditions and festivals in a range of communities. • Explain the importance of moral codes. • Make an informed response to questions in

	Important Personalities, warriors and martyrs: Great Sikh Women • Mata Khivi Ji- Epitome of Service • Story of Mai Bhago and the 40 Mukteh. • Mata Sahib Kaur Ji- Mother of the Khalsa • Mata Gujri Ji and Bebe Nanaki Ji Sikh living: Identifying Sikhs who have excelled in their fields: • Examples: Athletics: Fauja Singh, Milkah Singh • Humanitarians: Bhagat Puran Singh, Ravi Singh Khalsa Aid, • Music: Snatam Kaur • Philosophy: Sirdar Kapoor Singh, - Politics: Tanmanjeet Singh Dhesi MP, Preet Kaur Gill MP, • Physics: Narinder Singh Kapany, (Identifying Sikhs role models who have excelled in their fields)	• Learn that religious people pray in different ways, both using set prayers and more spontaneously, and that different religions believe similar and different ideas about how God hears prayers. • Consider the idea that some people are spiritual but not religious and like to pray in their own way. • Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them. • Explore how prayer enables people to feel. • Ask questions about answered and unanswered prayer and discuss answers to these questions. <u>How and why do Christians celebrate special and sacred times?</u> • Think about special times in pupils' own lives. • Learn about Christmas, Easter, Pentecost and Harvest: the stories and meanings associated with them, e.g. stories of Jesus in Holy Week. • Explore why Christians call Good Friday 'good'. • Compare celebration of Christian festivals within different Christian traditions/ countries. • Consider questions about the role of festivals in Britain today: Is Comic Relief a bigger festival than Easter? Is Christmas for Christians or everyone? Can the real meaning of a festival be preserved, or do shops and shopping always take over? Living (Christianity- links to other religions) <u>Why do some people think life is a journey?</u> • Introduce the idea of life as a journey. What are the significant milestones on this journey? • Consider which ceremonies mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. • Compare Christian milestones- infant baptism, confirmation, 'believers' baptism'/ adult baptism, first communion and confession (Roman Catholic)- with those in pupils' own experiences. Explore symbols, rituals and promises. Do non-religious people e.g. Humanists, mark these moments?	the light of the learning undertaken.
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- Compare Christian marriage ceremonies and promises with those in other religious traditions/ non-religious ceremonies.
- Explore basic ideas about what Christians believe about life after death and how they mark the end of life. Compare with other religions.
- Create a 'map of life' for a Christian, Sikh, Hindu, Jewish or Muslim person, showing what signposts, guidebooks and traffic jams their 'journey of life' might include.

What can we learn from Christianity about deciding what is right and wrong?

- Talk about what kinds of behaviour and actions pupils think of as bad (examples from real life, films, books, TV) and rank them.
- Explore Christian teachings which act as guides for living: the Ten Commandment and Jesus' two rules (love God and love your Neighbour).
- Relate to the Bible story of The Good Samaritan.
- Compare teachings from different religions that give examples of how to live 'a good life'. Where do Humanists look for guidance?
- Look at a Humanist 'code for living'. What would a Humanist class, school or town look like?
- Explore right/ wrong dilemmas (some not clear-cut). Is it easier for a religious believer to decide?
- Reflect: Are we all a mixture of good and bad?
- Consider challenging questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them?
- Explore the lives of inspirational Christians, e.g. Martin Luther King Jr, Loretta Minghella (Christian Aid). Research inspirational individuals from other religious/ non-religious backgrounds and consider what inspired and influenced them in their lives.

Year 6	Learning about the Guru's: Guru Gobind Singh Ji • Great sacrifice and contributions • The royal court of Anandpur • Creation of the Khalsa, 5Ks • Warrior Saint ideology Bani and Kirtan: Perfect preservation of the Guru Granth Sahib, Compilation by Guru Gobind Singh themselves during their lifetime, organised in Raags and eternal Guru for Sikhs Upmost respect of the Guru Granth Sahib at all times. Seva Project –_activism/ human rights: • The God-conscious being extends his hand to all. Key historical events and places: • Sikh Sovereignty Movements • Saka Nankana Sahib • Morcha Chabian • Sikh Activism • Important Personalities, warriors and martyrs: • Baba Banda Singh Bahadur and events in his life • First Khalsa Raj. Hari Singh Nalwa- Youth, Service in the Sikh Empire, Governance and Leadership, Qualities and Character, Loyalty, Courage	Believing <u>Why do some people believe God exists?</u> • Recept key beliefs about God for religions studied in previous years. • Find out how many people in the world and in your local area believe/ do not believe in God – using global statistics and the 2011 UK census. Why do pupils think so many people believe in God? • Learn the words 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). • Explore reasons why people do/ do not believe in God: family background; religious experience (e.g. had prayer answered); view that the wonders of Earth and life are best explained as the work of a Creator; non-believers may point to the existence of terrible suffering as a key reason. • Raise and explore questions about the existence and nature of God, linking to prior learning around what different religious groups believe God is like. • Explore what impact believing in God might make on the way someone lives his or her life. • Discuss benefits and challenges of believing or not believing in God in Britain today. <u>What do religions say to us when life gets hard?</u> • Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. • Discuss how some 'big questions' do not have easy answers, and how people offer different answers to questions about life, death, suffering etc. • Explore how religions help people when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. • Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.	• Articulate and reflect on personal beliefs and values. • Respond sensitively to the experiences and feeling of others, including those with a faith. Compare my own and other people's experiences and ideas, identifying what influences people's lives.. • Describe some of the ways in which Britain is a multi-faith, multi-cultural society. • Compare religious beliefs, teachings and practices across different religions. • Explain the difference that religious beliefs, teachings and features make to individuals. • Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teachings of religions studied. • Compare my own and other people's ideas about questions that are difficult to answer. • Ask questions about matters of right and
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	Sikhs around the world: Raj Karega Khalsa The Sarbat Khalsa, Gurmattas and the Panj Pyare concept of leadership Qualities of Sikh Leaders Envisioning the Gurdwaras of the Future • Introduction to the Rehit Maryada Sikh Code of conduct. If God exists, what difference would 'he' make to the way people live?	• Introduce idea that most religions teach about some form of life after death, which can bring comfort to people. • Teach pupils that some people believe that death is the end of life, and that there is no afterlife. • Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond. Expressing <u>If God is everywhere, why go to a place of worship?</u> • Discuss places where people might feel God is somehow more 'present'. What is special about these places? • Recept key features of a range of places of worship learnt in previous years. • Find out how key features can vary within religions, e.g. differences between an Orthodox and a Reform synagogue. • Explore different ways and places that religious people worship. Is it always possible/ better to go to a place of worship? • Explore the duty of Hindu pilgrimage to holy sites and make links to other religions. • Consider images of the Western Wall in Jerusalem and explore what it means to Jews worldwide. Does this mean that God is concentrated more intensely in particular places? <u>Is it better to express your religion in arts and architecture or in charity and generosity?</u> • Find out about some great examples of religious art and architecture and present reasons for choosing those they find most impressive. • Across three religions, notice, list and explain similarities and differences between sacred buildings. • Across three religions, discuss ideas about the importance of being generous and charitable. • Consider why some religious communities think giving money away is important, and what difference this makes to the giver and to the receiver. • Across three religions, compare ideas about art (e.g. contrasting views on presenting/ not presenting God or people in art; use of calligraphy/ geometrical art vs representational art).	wrong and suggest answers that show understanding of moral and religious issues. • Understand there may be more than one side to a moral argument. • Respond respectfully to people's views and opinions.
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- Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important.
- Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

Living

What matters most to followers of specific religions?

- Discover and think about the meanings of some key ideas in three religions, building on prior learning, e.g. ahimsa (being harmless) for Hindus, grace (God's unconditional love and forgiveness) for Christians, the Ummah (worldwide Muslim community) for Muslims.
 - Make links between the key concepts: how are they similar and how different? Which has most impact and why?
 - Pupils complete an independent project, comparing the key ideas, beliefs/ values and practices of three religious or non-religious groups (Sikhs, Christians, Humanists, Hindus, Muslims or Jewish people).
- OR
- Pupils complete an independent project around inspirational individuals from at least three different religious/ non-religious groups comparing how their beliefs/ values have influenced the way they have lived their lives.