

	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
Reception	<u>Seva Project:</u> - Kindness to others <u>Learning about the Gurus:</u> - Exploring links with my family, Guru, values and routines. - Introduction to Guru Nanak Dev Ji. Explain why he is special through stories. - Listen to stories/sakhis about the life of Guru Nanak Dev Ji. - Guru Nanak Dev Ji's relationship with his father, sister, Bhai Mardana and God. - Visit the Gurudwara, why is a special place of worship? <u>IMPORTANT PERSONALITIES, WARRIORS AND MARTYRS</u> Focus on those that remembered in the Ardas in particular names of the: - The Gurus - Panj Pyare (Five Beloved Ones) - Four Sahibzade <u>SIKH LIVING</u> Introducing of what being a Sikh means and how Sikhs should live and behave Vand Shakko- Sharing	<u>Believing</u> <u>Which stories are special and why?</u> - Explore which stories pupils like and why. - Hear a selection of stories taken from major faith traditions and cultures (e.g. a Bible story from a suitable children's Bible), including stories about leaders or founders within faiths. - Identify sacred texts e.g. Bible, Qur'an - Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc. <u>Which people are special and why?</u> - Talk about people who are special to us and why. - Meet a special person that helps them and 'hot seat' the invited guest. - Meet a person with a religious faith. Ask why he/she believes and what is important in his/her life. - Identify some of the qualities of a good friend. - Consider stories from other religions about care and friendship, including stories of Jesus as a friend to others. - Recall stories about special people in other religions and talk about what we can learn from them. <u>Expressing</u> <u>Which places are special and why?</u> - Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special. - Children share and record their own special places. - Discuss why some places are special to religious people, when they like to go and what they do there. - Visit a local place of worship and talk about the things that are special and valued there. - Consider a place of worship for members of another faith. <u>Which times are special and why?</u>	- Pupils listen attentively to stories from a range of cultures and religions. - Pupils participate in religious story-based activities. - Pupils listen attentively to other children and adults when they talk about their culture and faith. - Pupils can tell others about places and experiences that are special to them. - Pupils talk positively/ share photos about their own culture and faith. - Pupils talk simply about how they can care for plants, animals and the world.

	Learn about Sikh symbols eg Khanda, Ik Oankar <u>KEY HISTORICAL EVENTS AND PLACES</u> The story of Vaisakhi. Introduction to the 5Ks. The story of how the Khalsa was formed in Anandpur <u>BANI AND KIRTAN</u> Simran The feeling of peace when doing Simran, being Calm, feeling Relaxed and Happy. Building a regular practice of reflection, quiet meditation	• Discuss the importance and value of celebration in children's own lives and look at reminders (cards, invitations, photos, wrapping paper) of special days. • Consider some major religious festivals and celebrations, including Christmas and Easter, and the stories associated with them • Explore how religious believers celebrate festivals and special times. Living <u>Where do we belong?</u> • Discuss the idea that each person is unique and valuable. • Share occasions when things have happened in their lives that made them feel special. • Discuss how a baby/ child is welcomed into different faith or belief communities. <u>What is special about our world and why?</u> • Experience and explore the wonders of the natural world, expressing ideas and feelings. • Explore the idea that the world is special and that some people believe it was created by God. • Use stories and poems to talk about creation. • Hear/role-play stories from faiths about care for animals and the world. • Undertake activities that involve growing/ looking after plants, animals and the world.	
Year 1	LEARNING ABOUT THE GURUS • Exploring links with my family, Guru, values and routines. • Introduction to Guru Nanak Dev Ji. Explain why he is special through stories. • Listen to Sakhis about the life of Guru Nanak Dev Ji.	Believing (Christianity) <u>Who is a Christian and what do they believe?</u> <u>What can we learn from sacred books?</u> • Share stories that help to show how Christians think of God • Describe Christian beliefs and talk to Christians about what they believe about God, e.g. all-powerful, loving, close to every person, forgiving.	• Pupils imply re-tell religious stories in a range of ways. • Pupils talk about what they find interesting or puzzling. • Pupils start to make connections between

	• Guru Nanak Dev Ji's relationships with his father, sister, Bhai Mardana and God. • Birth of Guru Gobind Singh Ji and learning about his family through stories. Visit to the Gurdwara, why is it a special place of worship? IMPORTANT PERSONALITIES, WARRIORS AND MARTYRS Focus on those that remembered in the Ardas in particular names of the: The Gurus, Panj Pyare (Five Beloved Ones), Four Sahibzade. SIKH LIVING • Introducing of what being a Sikh means and how Sikhs should live and behave • Vand Shakko- Sharing • Learn about Sikh symbols eg Khanda, Ik Oankar KEY HISTORICAL EVENTS AND PLACES The story of Vaisakhi. Introduction to the 5Ks. The story of how the Khalsa was formed in Anandpur	• Look at art and recognise some symbols and images used to express ideas about God. • Listen to music that expresses ideas about God. • Using a suitable children's Bible (e.g. <i>The Lion Storyteller Bible</i> or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, birth, death and resurrection of Jesus. • Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. • Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. • Hear and think about some prayers Christians use. Expressing <u>What makes some places sacred?</u> • Visit a church and explore its main features. • Find out how the church is used and talk to some Christians about how and why it is important in their lives. • Explore the meanings of signs, symbols, artefacts and actions and how they help in worship. • Explore how Christians sometimes use music to help them in worship e.g. singing traditional hymns or using contemporary songs and instruments to praise God. • Talk about how the words 'sacred' and 'holy' are used; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? <u>How and why do we celebrate special and sacred times?</u> • Consider the importance and value of celebration and remembrance in children's own lives. • Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost: the stories and meanings associated with them. • Find out from Christian visitors how they celebrate special and sacred times. Living <u>What does it mean to belong to a faith community?</u>	religious stories and their own experiences and feelings. • Pupils notice some similarities and differences between places of worship and how they are used. • Pupils begin to talk about why it is important to show respect for other people's sacred places. • Pupils start to understand that different people belong to different religions, and that some people are not part of religious communities.
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	BANI AND KIRTAN Simran The feeling of peace when doing Simran, being Calm, feeling Relaxed and Happy. Building a regular practice of reflection, quiet meditation SEVA PROJECT Kindness to others	• Explore groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. • Find out about some symbols of 'belonging' used in Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD • Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. • Find out how people show they belong with another person in a Christian wedding ceremony, through symbols, promises and music. • Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. • Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief or Remembrance on 11th November.	
Year 2	BANI AND KIRTAN Meaning of the Mool Mantar. Focus on Sikh concept of Ik Oankaar- God's presence in all existence, cyclical nature of creation, The power of Paath Sri Guru Granth Sahib Ji and showing Respect	Believing (Judaism) <u>Who is Jewish and what do they believe?</u> • Discuss what precious items they have in their home. Why are they important? • Celebrate in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Talk about remembering what really matters: how do people make a special time to remember? • Introduce Jewish beliefs about God as expressed in the Shema i.e. God is one, creator and cares for all. • Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? • Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish	• Pupils can re-tell religious stories and ask questions about things that puzzle them. • Pupils can talk about some of things that are the same for different religious people. • Pupils can talk about what is important to themselves and to others, with respect for their feelings.

	SEVA PROJECT Humanitarian Aid The God-conscious being acts in the common good. KEY HISTORICAL EVENTS AND PLACES The Gurdwara- Centre of community. Nishaan Sahib, Langar, Sangat, Seva, Guru Granth Sahib, Takhat, Chorr Sahib, Prashad SIKH LIVING 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	people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). What is really good about having times of rest when life is busy? Do pupils have times of rest and for family? - Consider the importance and value of celebration and remembrance in children’s own lives; learn about the festival of Sukkoth, Chanukah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah. - Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves. Expressing <u>How and why do we celebrate special and sacred times?</u> - Consider the importance and value of celebration and remembrance in children’s own lives. - Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God). - Explore the meaning and significance of Jewish rituals and practices during each festival. - Compare the importance of the symbol of light within different festivals, e.g. Christmas, Diwali, Chanukah; and how light can mean different things to believers in different communities. Living <u>How should we care for others and the world, and why does it matter?</u> - Discuss that each person is unique and important, using e.g. Jewish teachings that God values everyone: Psalm 8 (David praises God’s creation and how each person is special in it). - Consider the idea that we all have special gifts we can use to benefit others. - Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. tzedekah (charity) in Judaism; Zakat, alms giving, in Islam. - Work together to create an event e.g. a ‘Thank you’ tea party for school helpers/ charity event	- Pupils can explain why it is important to show respect for other people’s precious belongings. - Pupils can ask questions about cultures and religions other than their own, with respect for the feelings of others. - Pupils can explain the ‘Golden Rule’ in their own words and what it says about right and wrong.
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