



CU2.2

How do Sikhs symbolise their commitment?

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About this unit:	This unit is based on Pathway 2 – Expressing belief. It develops knowledge and understanding of Sikhi, including worship practices. It invites pupils to reflect on how Sikhs symbolise their faith through actions and rituals. The content of the unit supports pupils to understand and evaluate values and how they inform the religious practice, commitment and service in of Sikhs. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives
Age Related Pathway Statement:	Good RE students (UKS2) can show how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.
The religions studied in this unit:	Sikhi
Transferable question:	How do people express and symbolise their beliefs?
Estimated teaching time for this unit:	6 – 8 hours

CU2.2 How do Sikhs symbolise their commitment?

Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Guru Gobind Singh • Guru Granth Sahib • Khalsa • Amrit • Baptism • Sewa • Langar • The 5Ks (Kesh – uncut hair, Kangha – comb, 	<p>Books</p> <ul style="list-style-type: none"> • Inspiring RE No. 5: Sikhs (RE Today) ISBN 978-1-910261-36-1 • My Religion and Me: We are Sikhs (Franklin Watts) ISBN 978-1-4451-3890-9 <p>Websites:</p> <ul style="list-style-type: none"> • www.sikhnet.com (story-videos here) • www.sikhs.org • www.sikhiwiki.org <p>Film:</p> <ul style="list-style-type: none"> • BBC DVD – ‘Pathways of Belief’: Includes the 5Ks, the story of Guru Gobind Singh, the Khalsa , amrit ceremony and Baisakhi, Sewa and Langar.

EXPECTATIONS – informed by ongoing assessment throughout the unit:

<ul style="list-style-type: none"> • Pupils working towards the age-related expectations will: • Explore Sikh practices and celebrations in the home and in the community • Use some religious words to talk about Sikh beliefs and stories • Begin to express ideas by asking and responding to questions about Sikh ways of life 	<p>Pupils working at the age related expectations (ARE) for KS2 will be able to:</p> <ul style="list-style-type: none"> • Describe and give examples of how Sikhs express their beliefs through story, symbols and actions. • Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today. • Weigh up a range of opinions about wearing the 5Ks and taking amrit. 	<p>In order to broaden and deepen their learning, some pupils might:</p> <ul style="list-style-type: none"> • Compare and contrast Sikh beliefs and ways of life with those of other faiths • Investigate and present ideas about the impact of Sikh beliefs and practices on individuals and communities
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CU2.2 How do Sikhs symbolise their commitment?

ASSESSMENT SUGGESTIONS

- Create an imaginary task for students- the local library has decided to put together boxes of pictures and artefacts for schools and other groups to borrow. They have asked your class to choose the relevant resources to go in the box, which the library will buy, and create information cards for teachers including information about the artefacts and questions to ask the children in their class.
- Pupils will need to explain the meaning of the artefacts and pictures, using religious vocabulary. The questions they suggest will draw out the significance and meaning of the artefacts, and may make comparisons with artefacts/practices from other religions. Ask pupils to work in groups to complete this task.

CONTRIBUTION TO SMSC DEVELOPMENT

Spiritual development – reflect on personal beliefs and values in response to Sikh stories, beliefs and practices

Moral – develop understanding of equality and social justice in response to Sikh values

Cultural development – develop appreciation of Sikh heritage globally and locally

Social development – development of transferable social skills through collaborative learning with peers

CU2.2 How do Sikhs symbolise their commitment?

Key Questions	Learning Objectives	Teaching and Learning Opportunities	Wider learning opportunities / Points to note
<p>What values are important?</p>	<p>Explore and weigh up values.</p> <p>Give reasons for the different ideas people have about what is important.</p> <p>Reflect on and consider own values.</p>	<p>Values are things that we think are important or valuable (e.g. love, sharing, generosity, equality, friendship, learning). We show if these things are really important by the way we act.</p> <p>Discuss and compare a range of important values</p> <p><u>Activity suggestions:</u></p> <ul style="list-style-type: none"> Ask pupils to come up with a list of values that people might think are important. Suggest some ways in which people could demonstrate important values in their own lives. What is the difference between saying something is important and actually doing something about it? Explore what values pupils have, why they hold them, and how they show them in their own lifestyles. Play the Values Game (Resource pack). Discuss the values pupils have prioritised/discarded. Explain their reasons. 	<p><u>Creative opportunity</u></p> <p>Create a values poster to display in school.</p>

CU2.2 How do Sikhs symbolise their commitment?

<p>How do Sikhs show commitment to their faith through religious practice?</p>	<p>Identify and explain how Sikhs demonstrate values through daily religious observance.</p> <p>Find meanings in a Sikh text.</p> <p>Reflect on and apply ideas to their own values.</p>	<p>Revise previous work on Guru Granth Sahib from Lower Key Stage 2 (L2P4) with reminders about the treatment of the Guru Granth Sahib at home and in the Gurdwara.</p> <p>BBC Teach: My life, my religion (Sikhism) www.bbc.co.uk/programmes/p02mx4v8</p> <p><i>NB: Sikhs remove shoes, cover head, bow in front of Guru Granth Sahib to show respect. The Guru Granth Sahib is on a raised platform and draped in luxurious cloths (rumala). It is protected by a canopy and fanned when opened as a sign of attentive respect.</i></p> <p>Each day, the Guru Granth Sahib is respectfully uncovered at dawn by a baptized Sikh. Those present recite the <i>ardas</i> prayer (see resource pack). It is then opened randomly; the top left passage is read aloud to those present to contemplate. At the end of the day the closing ritual <i>sukhasan</i> (literally – to sit comfortably) is performed, which includes <i>ardas</i> and evening prayers before the book is closed, wrapped in the rumalas and put away. Before saying prayers, Sikhs quietly recite the Mool (Mul) Mantar to concentrate their minds.</p> <p><u>Activity suggestions:</u></p> <ul style="list-style-type: none"> Give pupils a copy of a section of the <i>ardas</i> prayer: <p style="text-align: center;"><i>Grant to all of Your Sikhs the gift of Sikhi, the gift of long hair, the gift of faith and confidence in You, the gift of reading and understanding, and most of all, the gift of the Holy Name</i></p> <p style="text-align: center;"><i>O kind Father; O loving Father, By Your grace we spent the night in peace and happiness; and we rose to meditate on You and listen to Your Holy Word.</i></p> <p style="text-align: center;"><i>Grant that we may always do what is right according to Your Will.</i></p> <p style="text-align: center;"><i>Grant us light and understanding so that we may act in Your will at each moment.</i></p> <p style="text-align: center;"><i>We offer this prayer in Your presence, O beloved Guru:</i></p> <p style="text-align: center;"><i>Forgive our mistakes and help us to keep ourselves pure.</i></p> <p>Highlight words and phrases relating to what they know of Sikh beliefs and practices. Discuss why Sikhs might start and end their day in this way.</p> <p>Stilling activity: time to think about our values (see resource pack)</p>	<p><u>SEND suggestions:</u></p> <p>Print off Sikh Prayer slides and work through, then answer questions.</p> <p>(See resources)</p>
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<p>What symbols are important to Sikhs?</p> <p>How do Sikhs show commitment to their faith through the use of symbols?</p>	<p>Summarise Sikh beliefs about symbols of identity and what they represent.</p>	<p>Introduce pupils to Sikh artefacts, including the 5Ks. Explain to the children that they will be able to identify and explain Sikh symbols, including the 5Ks.</p> <p>Activity suggestions:</p> <ul style="list-style-type: none"> • Produce a tray of artefacts or pictures connected to Sikhism. The tray is covered with a cloth. Divide the class into groups of five. Each child in the group is numbered 1-5. All the 'number ones' have 30 seconds to look at the items and remember as much as possible. Write or draw this onto a large sheet in the group. Repeat for number twos, threes etc in turn until as full as possible a picture is built up. • Introduce pupils to the 5Ks worn by Khalsa Sikhs – Kesh (uncut hair), kangha (comb), kara (a steel wrist band), Kachera (short trousers), kirpan (sword). Pupils undertake further research on the 5Ks. Ask groups of pupils to research what each symbol represents and why it is worn. Groups to create a short presentation/poster of their findings. • Watch the BBC clip about the 5Ks. Make notes about the meaning and importance of each of the symbols. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-five-ks-of-sikhism/znbhf4j 	<p>Creative opportunity: Religion neutral activity: make a wristband and wear it as a reminder of something important to you. How does it affect behaviour?</p>

CU2.2 How do Sikhs symbolise their commitment?

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<p>How are Sikh beliefs about commitment represented in their teachings?</p>	<p>Investigate and explain how Sikh teachings and stories influence Sikh practice.</p>	<p>Investigate the story of Guru Gobind Singh – calling the 5 faithful ones (Panj Pujari) and the creation of the Khalsa. (See Resource pack). This event leads to the Kirpan being given to Sikhs – defending the faith.</p> <p>Sikhs should be willing to die for their faith. The Kirpan that Sikhs carry today is symbolic of this. It is for protection and defence, not aggression.</p> <p>Activity suggestions:</p> <ul style="list-style-type: none"> • Use ‘hot seating’ to enable pupils to imagine how different characters in the story might have responded. • Produce a newspaper report on this event; ‘interview’ some of the participants • Is there anything that pupils feel so strongly about that they would be willing to defend and if necessary die for? Can they think of any situations where other people would do this? • Watch Film 04 Khalsa https://www.penninelearning.com/videos/ <p>Investigate the Khanda symbol. The three elements of the symbol are weapons representing aspects of Sikh faith (See resource pack)</p> <p>Introduce the symbolism of ‘fighting’ for truth and justice. Discuss the concept of ‘fighting’ or standing up for something you believe in e.g. non-violent protest.</p>	<p><u>Creative opportunity</u></p> <p>Pupils design symbols that represent important principles or aspects of their lives. What do these symbols represent? Why are they important?</p> <p>Incorporate their thoughts about commitment into a drawing/sketch of the Kirpan or Khanda symbol.</p>

CU2.2 How do Sikhs symbolise their commitment?

<p>How do Sikhs show commitment to their faith through rites of passage?</p>	<p>Define the concept of 'commitment'</p> <p>Weigh up different points of view about Sikh commitment and initiation practices.</p>	<p>Find out how some Sikhs show commitment today by taking Amrit and wearing the 5Ks. The Amrit initiation is a sign of commitment, carried out at the festival of Baisakhi. There is no specific age; it takes place as soon as the person feels ready to make the commitment. What does it mean to be committed to e.g. a team, cause, club, belief etc? Discuss how commitment is shown - e.g. promises, clothing, actions.</p> <p>BBC Bitesize clip with images of Amrit ceremony from 02.22: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-taking-amrit/zi6d7nb</p> <p>Sikh film 03 Outward signs of a Sikh https://www.penninelearning.com/videos/</p> <p><u>Activity suggestions:</u></p> <ul style="list-style-type: none"> • Discuss whether you could be a Khalsa Sikh and keep it hidden from other people. Why do many Sikh people think that you should be open and bold about showing your commitments? Some people might prefer to keep their beliefs quiet and hidden. What do pupils think you should be open and bold or keep quiet about? What about commitment to a football team or a pop band? Compare and contrast: debate both points of view. 	<p><u>Lived Experience</u></p> <p>Interview a Sikh visitor; send an e-mail to a Sikh in order to understand how and why Sikhs show commitment.</p> <p>Useful resources for this lesson can be found in Inspiring RE No. 5 – Sikhs (RE Today)</p>
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<p>What difference to daily life does Sikh belief and teaching make?</p> <p>How do Sikhs show commitment by putting faith into action?</p>	<p>Give examples of Sikh teachings and practice about service to others.</p> <p>Define 'sewa' and give examples of each aspect.</p> <p>Reflect on their own experience and ideas</p>	<p>Introduce pupils to Sewa (service to others). There are three aspects:</p> <ul style="list-style-type: none"> Physical – service to the community – e.g. work in the Sikh kitchen / dining hall Mental – for example, studying the Guru Granth Sahib and teaching Material – for example, giving money and time to charitable causes <p>Sikh values of sharing (vand chakna) and service (sewa) are represented by the langar. Look at images of a langar hall. Ask questions and reflect on its importance for Sikhs. What does it mean to eat together? Why is it a good thing for people to share the preparation, serving and clearing up at a meal? When do pupils do this?</p> <p>https://www.bbc.co.uk/newsround/49957253 (langar)</p> <p>Sikh Film 08 'Langar' https://www.penninelearning.com/videos/</p> <p>Activity suggestions:</p> <ul style="list-style-type: none"> Choose pictures or video footage showing photographs of Sikh men and women involved in different aspects of Sewa. Pupils use Post-It notes to write any questions they have. Use the activity 'Are you really kind?' (Resource pack) to reflect on practical examples of how they could serve others in a physical, mental or material way. Show some pictures of a grand banquet (e.g. the Lord Mayor's Banquet in the City of London) and compare with pictures of Sikhs eating in the Langar. What are the similarities and differences? Where would pupils feel most comfortable/ uncomfortable? Why? Plan and set up a classroom Langar for the day, in which food is prepared and served to all who visit the room. Reflect on what happened and how they felt. Give pupils this text from the Guru Granth Sahib. <i>"After spending time with saints I lost the sense of 'us' and 'them'. No one automatically is my enemy, nor do I regard others as strangers. I am friendly towards everyone"</i> (Guru Granth Sahib, p.1299). Make notes about how this teaching is demonstrated in the Gurdwara, including the Langar. 	<p>Lived Experience:</p> <p>Arrange a visit to a Gurdwara, including the Langar Hall. What principles are demonstrated? Why is the food vegetarian? Who pays for it?</p> <p>Notes: The langar is a kitchen attached to the Gurdwara, serving free food to anyone who comes. The repeated phrase 'Waheguru' encourages Sikhs to suppress their own selfish will in order to focus on God and the service of others.</p>

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<p>What can we learn from Sikh beliefs and ways of life?</p>	<p>Reflect on Sikh practices and lifestyle choices.</p> <p>Plan and produce something to demonstrate understanding of values, including Sikh values.</p>	<p>As the unit ends, use circle time to facilitate informed discussion about questions like these:</p> <ul style="list-style-type: none"> • What have we learned from Sikh belief and lifestyle? • How do Sikh ideas and stories relate to pupils' own ways of life? • Why do many Sikh people now live in West Yorkshire or other parts of the UK? • What have we learned from our visit to the Gurdwara? • What do Sikhs teach and believe about fairness, equality and respect? What might this mean for us and the area we live in? <p>Assessment ideas:</p> <ul style="list-style-type: none"> • Put on an 'awards ceremony' to demonstrate understanding of values. The idea is to choose the most important value (e.g. equality, service, sharing, honesty, accepting God's will, etc). Groups of pupils can take a value each, explain when Sikhs put this value in to practice, and prepare a short speech to say why this is the most important value for Sikhs and most important for pupils in West Yorkshire. Present their argument for their value to the rest of the class, and at the end the class have to vote for the most important value for Sikhs and for West Yorkshire. Is there something pupils and your school could do, having chosen this particular value from Sikhism? <p>Imaginary task - the local library has decided to put together boxes of artefacts for schools and other groups to borrow. They have asked your class to choose the relevant artefacts to go in the box and create information cards for teachers including information about the artefacts and questions to ask the children in their class. Work in groups to complete this task.</p>	