



**RE Topic:** What can we learn from Sikhs?

**Year: 1 Term:** Summer 2

## Key Knowledge/Content:

This unit enables pupils to examine:

- Retell and suggest meanings to three Sikh religious and moral stories.
- Recognise wisdom and symbols that connect to the stories.
- Observe and recount different ways of expressing identity and belonging, through the values of caring, sharing and devotion to God.
- Explore questions about belonging, meaning and values from Sikh story, for themselves.
- Respond to examples of co-operation from stories of the Gurus.
- Find out about questions of right and wrong and begin to express their own opinions.

## Links to:

### Prior learning:

To learn from other religious stories such as Rama and Sita and the Easter story.

### Future learning:

To recognise the 5 pillars of Islam.

## Key vocabulary with definition:

### Prior vocabulary:

- Sharing- Have a portion of (something) with another or others.
- Generosity- The quality of being kind and generous.
- Selfish - Lacking consideration for other people; concerned chiefly with one's own personal profit or pleasure

### New vocabulary:

- Langar – A communal free kitchen.
- Kara - A steel bangle worn on the right wrist as one of the five distinguishing signs of the Sikh Khalsa.
- Khanda - An emblem of Sikhism, representing a vertical two-edged sword with its blade surrounded by a circle and its hilt intersected by the crossing hilts of two single-edged swords.
- Ik Onkar- God is one and is used to indicate that there is only one God.

## By the end of this unit

**All children can:** recognise key values in response to a Sikh story and **talk** confidently about them.

**Most children can:** demonstrate understanding about Sikh artefacts and be able to confidently **talk** about their meaning.

**Some children can:** demonstrate and **explain** the idea of being generous, being equal, being fair and following God.

## Background understanding for teachers and parents:

The unit will provide pupils with opportunities to consider the concept of sharing and the way a story can make a difference to a person's behaviour. From the study of Sikh objects and ideas, children can reflect on their own lives and thoughts

## Curriculum Driver (one):

Communication.

### Evidence outcome:

Children will be able to confidently discuss some of the teaching and stories taught during this topic about Sikhism.