

R.E. – Year 3 – Spring Term 1: - MTP

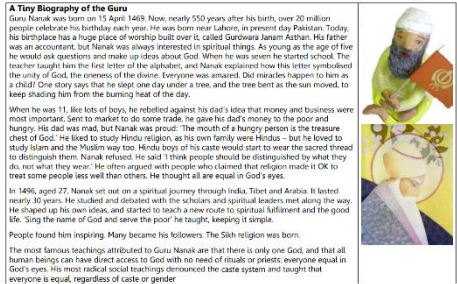
Unit 2:3 – Exploring key leaders: Sikhs and Hindus

Key vocabulary: God, belief, faith, follower, leader, influence, inspiring					
National Curriculum	Week	NC – Coverage <i>Guidance from Wolverhampton SACRE 2021-2026</i>	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE. (SACRE), which is responsible for producing its local Agreed Syllabus for RE. Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At Northwood Park Primary School we follow Wolverhampton’s SACRE 2021-2026</p> <p><u>Subject Content – Key Stage 2</u> The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews 4, recognising their historical and local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions</p>	1	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the</p>	<p>Identify and describe the lives of good leaders from Sikh and Hindu sources</p> <p>Make links between the lives of religious leaders and the ways in which they may wish to live their own lives.</p>	<p>I can describe ways to investigate their questions about leaders and followers and the idea of following a leader in faith</p> <p>I can describe some important jobs of a Hindu priest</p> <p>e.g. Leading religious worship (daily and weekly), performing a marriage ceremony, funeral services, blessings for new beginnings in the lives of Hindus.</p>	<p><u>How can we find out about some key leaders from Sikh and Hindu religions?</u></p> <p>Who leads Hindu and Sikh people? In the local community? More widely?</p> <p>Suggested Activity: focus the lesson on getting the children to understand the role of a Hindu priest. Chn to record information in their book – this can be through a simple drawing a Hindu priest and chn could write around. Then, focus on what characteristics are important in a religious leader or inspirational person.</p> <p>Focus on a Hindu priest. Explain to the pupils that in each religion there are local leaders who lead worship and conduct ceremonies and rituals such as wedding ceremonies but that are also other leaders and key figures in a religion. • Can they remember any of the figures they named in their mind map? • What characteristics do they think are important in a religious leader or inspirational person? • A long list of what the key leaders did can be compiled throughout the unit. At the end of the unit, it can be used for reflection and/or assessment</p>

<p>about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>The Aim of RE in Wolverhampton: knowing, expressing, gaining skills. Specifically, pupils should be taught to:</p> <p style="text-align: center;">A. Know</p> <p><i>Know about and understand religions and</i> <i>Worldviews:</i></p>		<p>diverse communities being studied and in their own lives</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p>			
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>	<p>2</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why</p>	<p>Understand the meanings of some stories of the Guru Nanak</p> <p>Reflect on the meaning of the Sikh stories</p> <p>Understand the importance of these stories for Sikhs.</p>	<p>I can identify the importance of the Guru Nanak for Sikhs, using religious</p> <p>I can retell the story of the Rich man and the needle'</p> <p>I know that Guru Nanak encouraged and help others to be more generous and giving to others.</p> <p>I can talk about what they think makes Guru</p>	<p><u>What do stories of the Guru Nanak teach us? Can anyone learn from the Guru?</u></p> <p>https://d3ddkgxe55ca6c.cloudfront.net/assets/a/8e/27/cet-a-pb-9478.pdf</p> <p>Read the story 'The Rich man and the Needle'. A story about Guru Nanak and a wealthy man called Duni Chand. Guru Nanak teaches Duni Chand to not be greedy and selfish and he will not be able to take anything with him into the next world. He then decided to share his wealth with people who needed it.</p> <p>Chn could retell the story through diary/poetry writing or roleplay to help understand the story more.</p>

<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>B. Express</p> <p><i>Express ideas and insights into religions and worldviews:</i></p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</p> <p>C. Gain</p>		<p>belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p>		<p>Nanak a key leader for Sikhs,</p> <p>I can explain different examples of leadership, expressing my views of the different qualities that are required</p>	<p>What makes a leader? Consider whether the qualities ascribed to the Guru (including generosity, God-consciousness, spiritual insight, courage, good humour and wisdom) make a good leader. Are there other qualities? Which do the children think most important and why? Argue and debate around this. • Who in our class might lead? Ask children who in their own class they think might become, one day, a head teacher, a peace maker, a prime minister, a football manager, a quiz show host, a General in the army, the captain of a ship, and so on. You could do this by giving out slips of paper with these leadership roles on them, and asking pupils to discuss, add a name, fold them over and pass them on until you have a list of who might be each kind of leader. Read out the names, affirm all the ideas and have some fun! Are these people leaders? What do they do? • When is it hard to lead? Why is it hard to lead? Is it hard to follow? • What is hard about this leadership role? Give each group the task of thinking of 5 leaders (from movies, fiction or real life), and deciding which one should get the 'Global Leadership Prize' and why. Feedback ideas – possibly through a structured debate? • What made Guru Nanak great as a leader? Note that about 23 million people in the world today follow Guru Nanak. Pupils are to try to explain some of the ways in which the Guru was a good leader. They might include: he was a listener, he was easy to trust, he was thoughtful, he was surprising, and made people think again, he treated men and women equally when it was uncommon to do so, he was challenging, he knew when to speak and when to be silent. He shared his</p>
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<p><i>Gain and deploy the skills for learning from religions and worldviews:</i></p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p> <p>Where the unit fits in:</p>	<p>3</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise</p>	<p><u>Make links between the stories of the Guru Nanak and the way Sikhs live today.</u></p> <p>Reflect upon their own ideas about leaders and followers, including the Guru Nanak.</p>	<p>I can retell the story of Guru Nanak and the boulder</p> <p>I can retell the story of Guru Nanak and the flying carpet</p> <p>I know that the stories give a special message to Sikhs about having faith and trust in god</p> <p>I know that Guru Nanak teaches others to be kind and helps them to become more spiritual</p>	<p>experience of meeting God in the heavenly court, and people believed him. Which of these things, on the list, matter most? Can pairs rank them, and then discuss their ideas in circle time?</p> <p><u>How does following the example of the Guru Nanak make a difference to Sikhs' lives?</u></p> <p>Story 1 – Guru Nanak and the Boulder https://www.youtube.com/watch?v=yFaVHT2ZpV8</p> <p>Story 2 – Guru Nanak and the flying carpet https://www.youtube.com/watch?v=QI76I58m0Hk</p> <p>The Impact of following a leader. If you were writing a book about someone, what important details would include? Collect ideas. Ask the children to do this in little groups, with some celebrity examples from sport, pop, TV or other fields. Give a short, sharp time limit, and get feedback to the whole class.</p> <p>Explain that the stories of the Guru say a lot about what Guru Nanak said and did, and these stories often teach Sikhs a lesson • Give examples: • Give examples of some wise sayings of the Guru, and discuss what they mean. What difference would it make to our school or our world if everyone followed this wisdom? • Ask pupils to make a</p>
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<p>This unit enables pupils to explore, question and respond to the stories, teachings and experience of inspirational people and religious leaders from two religious communities that have a strong presence in the West Midlands, Hindus and Sikhs. The focus is on developing learners understanding of what makes a good leader, the lives of inspirational leaders, both religious and non-religious and other aspects which may influence and/or motivate them as an individual. Pupils will create and use timelines of events, stories, art and artefacts to explore the significance of founders and leaders from the origins of the two different religions. They will learn a rich knowledge of life stories connected to individual leaders and consider the idea of a role model.</p>		<p>from them in different communities</p>			<p>list of the ways following the Guru makes a difference, and say which ones are most important to them. The list might include: It makes a difference if you follow the Guru to –</p> <ul style="list-style-type: none"> • How you pray or chant the name of God • What you do with your money, if you want to copy the Guru’s generosity • Who your friends are, and whether you think some people are too useless to be your friends! • What you celebrate – your own birthday and the Guru’s birthday • Your habits (link to spiritual practice of meditation, and to being a volunteer cook at the gurdwara)
<p>Why are some religious leaders more than ordinary role models? They will think about ‘World changing leaders’. Pupils will ask and answer questions such as: What makes the lives of the Gurus, or of inspiring contemporary Sikhs such as Bhagat Puran Singh inspiring to millions of people? Why</p>	<p>4</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p>	<p>Understand why Guru Nanak is important to Sikhs today</p> <p>Reflect upon who is important in their life</p>	<p>I can identify the impact that seeking to follow the Ten Gurus and the teaching of Guru Granth Sahib will have on a Sikh’s life</p> <p>I can ask important questions about inspiration, making links between their own and other’s responses</p> <p>I can describe what inspires and influences themselves and others</p> <p>I can begin to apply ideas like ‘miracle’,</p>	<p><u>Are the Gurus of the Sikhs still important today?</u></p> <p><u>Guru Nanak.</u></p> <div data-bbox="1585 818 2040 1102">  <p>A Tiny Biography of the Guru Guru Nanak was born on 15 April 1469. Now, nearly 550 years after his birth, over 20 million people celebrate his birthday each year. He was born near Lahore, in present day Pakistan. Today, his birthplace has a huge place of worship built over it, called Gurdwara Janam Asthan. His father was an accountant, but Nanak was always interested in spiritual things. As young as the age of five he would ask questions and make up ideas about God. When he was seven he started school. The teacher taught him the first letter of the alphabet, and Nanak explained how this letter symbolised the unity of God, the oneness of the universe. Everyone was amazed. Did miracles happen to him as a child? One story says that he slept one day under a tree, and the tree bent as the sun moved, to keep shading him from the burning heat of the day.</p> <p>When he was 11, like lots of boys, he rebelled against his dad’s idea that money and business were most important. Sent to market to do some trade, he gave his dad’s money to the poor and hungry. His dad was mad, but Nanak was proud. The mouth of a hungry person is the treasure chest of God! He liked to study Hindu religion, as his own family were Hindus – but he liked to study Islam and the Muslim way too. Hindu boys of his caste would start to wear the sacred thread to distinguish them. Nanak refused. He said ‘I think people should be distinguished by what they do, not what they wear’. He often argued with people who claimed that religion made it OK to treat some people less well than others. He thought all are equal in God’s eyes.</p> <p>In 1498, aged 27, Nanak set out on a spiritual journey through India, Tibet and Arabia. He lasted nearly 30 years. He studied and debated with the scholars and spiritual leaders met along the way. He shaped up his own ideas, and started to teach a new route to spiritual fulfilment and the good life. ‘Sing the name of God and serve the poor’ he taught, leaving 10 disciples.</p> <p>People found him inspiring. Many became his followers. The Sikh religion was born.</p> <p>The most famous teachings attributed to Guru Nanak are that there is only one God, and that all human beings can have direct access to God with no need of rituals or priests; everyone equal in God’s eyes. His most radical social teachings denounced the caste system and taught that everyone is equal, regardless of caste or gender.</p> </div> <p>Use the Guru Nanak biography above.</p> <p>A. The Biography of Guru Nanak here is about 400 words long. Read it carefully together and write it into ten key sentences, less than 150 words in total. B. Create a ten-word version, one word from each of your sentences. Can you chant the ten words as a group? C. In a group of 5 pupils, Make a ten page version of the story</p>

<p>do Hindus have many gurus, and how do people like Gandhi or Pandurang Shastri Athavale (known as 'Dada') inspire Hindu people to change the world for the better?</p>		<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p>		<p>'inspiration' and 'spiritual' to the story, explaining why Nanak is so widely followed</p>	<p>as a booklet for young children – say 5 year olds. Illustrate it with pictures</p>
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	<p>6</p>				