

Year 6

Unit 5: SIKHISM

Week 1 and 2

Title: The Guru Granth Sahib

Learning Intentions:

AT1: To understand the importance of the Guru Granth Sahib in Sikhism.

AT2: To consider the influence of books in our lives.

Assessment:

AT1 L3: I can use a developing religious vocabulary to describe how Sikhs show the importance of the Guru Granth Sahib in the way that they treat it.

AT1 L4: I can use a developing religious vocabulary to describe and show understanding of how the Guru Granth Sahib is treated.

AT2 L3: I can make links between what I look to for guidance and the way Sikhs use the Guru Granth Sahib.

AT2 L4: I can describe what inspires and guides my own life and the lives of others.

Key Words:

chauri (fan to wave over the holy book)

granthi (person who reads the holy book)

Gurmukhi (script used for the holy book ie script for Punjabi)

Guru Granth Sahib (holy book)

Guru Nanak

romalla (cloth coverings for the holy book)

Resources for this Unit:

Resources for the Unit (see Week 1)

Internet resource: BBC Learning Zone Broadband Class Clips no. 489 *Sikhs Praying*

Samples of books that we use for guidance eg. a cookery book, a book on how to draw, a booklet on how to use a mobile phone, a road atlas etc.

<http://www.thegrid.org.uk/learning/re/virtual/sikh/index.shtml>

How the Book is used in the Gurdwara

Activities:

- Explain how the Sikh holy book took over after the Tenth Guru. This is why it is called the Guru Granth Sahib (Guru= teacher; granth=book; Sahib is a term of respect, like 'Sir'.) Show video clip of the Guru Granth Sahib being used in a gurdwara and identify how Sikhs treat the book as a living Guru (eg. bow to it, not turn their back on it, stand when it is brought in or taken out;

make offerings, set it on a raised and covered dais like a prince, wave a fly-whisk over it when it is being read; put it to rest at night). Record the ways that this holy book is treated, showing its importance for Sikhs eg. using a labelled diagram. (AT1)

- Pupils could construct the reading desk and decorate it to house a copy of the Guru Granth Sahib in the classroom. Use fabrics and coloured crepe paper to show how special the holy book is. (AT1)
- Discuss the ways in which the Guru Granth Sahib for Sikhs is similar to the Bible for Christians (eg. Why are both important? How do Christians treat their Bibles?) (AT1)
- Show pupils some books we use to guide us, and ask for their own examples of what we can learn from books. Relate this to the importance of the Guru Granth Sahib for Sikhs because it gives them guidance in how to live their lives. Compare this with the Bible for Christians. Discuss if books (or their equivalent eg. Internet) can replace teachers. Who teaches us what to believe and what to do? (AT2)

Year 6 Unit 5: SIKHISM Week 3,4,5 Title: The gurdwara	
Learning Intentions: AT1: To investigate key features of a gurdwara in order to find out how Sikhs worship. AT2: To explore our own feelings when we use music to worship God.	
Assessment: AT1 L3: I can describe ways that Sikhs worship in a gurdwara. AT1 L4: I can describe and suggest meanings for the ways that Sikhs worship in a gurdwara. AT2 L3: I can identify elements in Sikh worship that I and others find helpful in worship. AT2 L4: I can describe the type of worship that I find inspiring and compare it with the ideas of others.	
Key Words: gurdwara ('doorway to the Guru') Guru Granth Sahib (the holy book) Waheguru – 'wonderful Lord' (repeated in worship)	Resources Resources for the Unit (see Week 1) NB If at all possible, arrange a visit to a gurdwara. Also use video clips of visiting a gurdwara eg BBC Active: Places of worship Internet resource: BBC Learning Zone Broadband Class Clips no. 298 <i>Sikh Celebration and Worship</i> <i>Visiting Places of Worship</i> by Paul Gateshill and Jan Thompson, Hodder & Stoughton, 2000. (This is now out of print, but you may be able to find it in a library.)

Activities:

- A VISIT TO A GURDWARA. If you are able to take your class on a visit to a gurdwara, try to visit it yourself beforehand and explain to your hosts exactly what your learning intentions are for the visit ie to find out how Sikhs worship in a gurdwara. Find out if your pupils will need to bring their own head coverings or if these are provided. Discuss the

practice of paying respect by bowing to the Guru Granth Sahib on entering – you may not feel it is appropriate to ask pupils to do this (adults can make up their own minds). Ask permission for pupils to take photographs for a labelled display afterwards (this shouldn't be a problem). (AT1)

- ALTERNATIVELY, if you are unable to visit a gurdwara, consider creating a temporary 'gurdwara' somewhere in your school. Or, use video and interactive links to help pupils gain an understanding of what Sikh worship is like in a gurdwara. (AT1)
- Consider with pupils all the different elements that go into school worship (daily Collective Worship, special school services in Church, prayers in school throughout the day) and discuss what they find most helpful. Make links with Sikh worship (eg. reading the holy book, singing praise songs, musical accompaniments, prayers). Focus particularly on praise songs in worship. Play some Christian praise songs and then encourage pupils to write some of their own. How do they make pupils feel? Does music/ religious music inspire them? Ask for reasons for this. (AT2)

Year 6 Unit 5: PENTECOST
Title: Symbols for the Holy Spirit and the Trinity

Week 6

Learning Intentions:

AT1: To know the symbols that are used to describe and explain the Holy Spirit and the Trinity.

AT2: To think about my own experiences of being lost for words.

Assessment:

AT1 L3: I can describe some symbols used for the Holy Spirit and the Trinity.

AT1 L4: I can explain the meaning of these symbols.

AT2 L3: I can describe an experience of being 'lost for words' and compare that with the experience of others.

AT2 L4: I can describe the difficulties for myself and others when trying to describe beliefs about God.

AT2 L5: I can explain the value of symbolism when trying to express beliefs.

Key Words:

Holy Spirit = the third person of the Trinity. *Please ensure the Holy Spirit is referred to as 'he' not 'it'.*

Pentecost

Trinity = the three persons of God: the Father, the Son and the Holy Spirit.

Resources:

Key passage: Acts 5 and 6

<http://www.request.org.uk/main/festivals/pentecost/pentecost01.htm>

Great resource

http://www.refuel.org.uk/curric/festivals/pentecost/Links/bakchr2_fs.html

Info on signs and symbols

<http://www.refuel.org.uk/curric/festivals/pentecost/symbols.html>

signs and symbols

http://www.refuel.org.uk/curric/festivals/pentecost/Links/bakchr1_fs.html

Questions

Activities

- **INTRODUCTION:** On a table at the front of the classroom, collect together a bowl of cold water, a bowl of ice cubes and a bowl of steaming hot water. Ask

pupils to describe the contents of each of the bowls – steam, liquid and ice. They are all water, that is H₂O, but in different chemical forms. They are all the same, but in different forms. This helps us to have some understanding of the Trinity – God the Father, God the Son and God the Holy Spirit. Ask pupils which elements of H₂O would best symbolise God the Father – the Son –and the Holy Spirit, and why? (AT1)

- Encourage pupils to share their questions about the Trinity. Make a list. (AT1)
- Revisit the story of Pentecost with the RE:Quest resources. Follow the link to ‘Basics – The Trinity’ at the bottom of the page. Read about the Trinity and give pupils the opportunity to ask and answer one another’s questions. (AT1)
- What signs and symbols are used to describe the person of the Holy Spirit? Use the two websites above to help pupils explore the different signs and symbols used. Pupils can choose one to illustrate and explain how and what this symbol explains about God. (AT1)
- Sometimes, it’s hard to explain experiences that leave us feeling awestruck or amazed. Sometimes it’s hard to articulate or explain difficult things, like God’s character or the Trinity. In pairs, pupils can reflect on their own experiences of ‘being lost for words’, and how this feels and what causes these sorts of feelings. Encourage pupils to share their responses by articulating the feelings associated with these experiences. Help them to explore ways in which they can express their feelings apart from using words. (AT2)
- Pupils can design their own Trinity symbol. Or they can use art materials and the symbolism of colour, shape and design to describe/express an aspect of God or the Trinity. (AT2)