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| **KS1: Sikhism** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| **Qu.1** How do some religions demonstrate that everyone is special?  (Believing/Belonging)  **Qu.2** Why are religious celebrations important to some people but not to others?  (Believing/Belonging/Behaving)  **Qu.3** Does everyone believe the same things about God?  (Believing)  **Qu.4** Why do symbols and stories play important roles in religions?  (Believing/Belonging/Behaving)  **Qu.5** Why do some people follow religious leaders and teachings?  (Believing/Behaving)  **Qu.6** How do some people’s religious beliefs encourage them to care for the world?  (Believing/Behaving) | Explore the Sikh naming ceremony – how the Guru Granth Sahib is used to help choose a child’s name.  Find out about the Sikh belief in equality and how that is put into practice in the Langar (communal kitchen).  Read some stories about how the Gurus treated people – e.g. Guru Nanak and Malik Bhago and Lalo or the Milk and the Jasmine flower.  Find out about Sikh festivals – particularly Diwali, looking for similarities and differences between Hindu and Sikh Diwali.  Find out whether all Sikh celebrate in the same way.  Explore the Mool Mantar and compare what Sikhs believe about God to what others believe.  Explore different names and symbols that Sikhs use for God. (Waheguru – wonderful Lord; Ik Onkar – One God)  Read a range of stories, particularly about the lives of the Gurus and find out what Sikhs learn from these stories.  Explore the role and meaning of the 5Ks for many Sikhs and find out why they are important.  Find out about the lives of the Gurus and the role that they play for Sikhs today. Guru Nanak and Guru Gobind Singh are probably the most important at this stage.  Explore some of the principles of Sikh family life and how that is influenced by Sikh teaching  Find out about the Guru Granth Sahib and how the living Guru is cared for.  Learn about Guru Har Rai who cared for animals.  Find out about the Sikh creation story and Sikh beliefs about the environment.  Find out why most Sikhs are vegetarian and how this links to Sikh beliefs about the cycle of birth, life and re-birth. | **Exp. A** Recognise and give simple accounts of the core beliefs.   * Choose from a range of pictures those that represent Sikh beliefs about God * Suggest some simple reasons about why Langar is important to Sikhs.   **Exp. B** Retell a range of religious stories and explain how they link to the core beliefs and practices.   * Sequence some of the stories learned identifying the most important parts for Sikh beliefs. * Match pictures of some of the festivals to the stories that inspire them   **Exp. C** Describe some festivals, celebrations and practices and say how they reflect the core beliefs.   * Choose from a list, items connected to a particular festival. * Talk about a festival of their choice and suggest what it means to a Sikh * Link simple symbols of core beliefs to elements of Sikh worship   **Exp. D** Recognise the roles of religious leaders and sacred texts.   * Identify at least two of the Sikh Gurus and link them to a story or event that is important to Sikhs today. * Talk about how the Guru Granth Sahib is cared for in a Sikh Gurdwara * Annotate a picture of Sikh worship, identifying the Granthi and the Guru Granth Sahib. |

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| **KS2: Sikhism** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?  (Believing/Belonging)  Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?  (Believing/Belonging/Behaving)  Qu.3 How can music and the arts help express and communicate religious beliefs?  (Believing/Belonging)  Qu.4 To what extent do religious beliefs influence and encourage ‘good’ behaviour?  (Believing/Behaving)  Qu.5 How do religious leaders and sacred texts contribute to believers’ understanding of their faith?  (Believing)  Qu.6 How well does faith help people cope with matters of life and death?  (Believing/Behaving)  Qu.7 What difference might it make to believe in God as Creator?  (Believing/Behaving)  Qu.8 How might beliefs and community shape a person’s identity?  (Believing/Belonging) | Explore how Sikhs worship together in the Gurdwara, particularly the festivals such as Baisakhi that bring the community together.  Explore ways in which Sewa and Langar are part of worship.  Compare the role of worship in generating a sense of belonging to that created by wearing the 5Ks.  Learn about Sikh symbols of identity e.g. the 5 Ks and the names Kaur and Singh.  Learn about Nam Simran (meditation on God) and the role that it plays in Sikh worship.  Find out about the role and significance of the Golden Temple in Amritsar and pilgrimages there.  Explore birth and marriage ceremonies, looking at the role played by the Guru Granth Sahib and the Sikh community.  Learn about the Amrit ceremony and discuss the commitment that a Sikh makes to the Khalsa.  Find out about Sikh funeral practices.  Find out about the features of the Gurdwara and how the artwork communicates religious beliefs.  Listen to musical settings of the Mool Mantar and find out how music is integral to worship.  Discuss the ways that artistic interpretations of the Gurus communicate Sikh beliefs.  N.B While role play can be used to retell Sikh stories, the parts of the Gurus should not be re-enacted.  Read about the lives of the Gurus and discuss how these stories encourage Sikhs to behave.  Find out about the key Sikh values of Sewa (service), Kirat Karna (earning an honest living), Vand Chhakna (helping others) and the promises made by Khalsa Sikhs.  Find out about Sikh Charity organisations and the way that they operate.  Explore the Sikh belief in equality and the impact on Sikh community.  Find out about the 5Ks and how they contribute to Sikh behaviour.  Read about the lives of the Gurus and discuss how these stories contribute to key Sikh Beliefs.  Explore the Mool Mantar and its key teachings about God.  Find out about the Guru Granth Sahib; what is in it; how it is used in worship and other ceremonies; how it is revered and cared for.  Explore the lives of modern Sikhs, particularly the roles of teachers in the Gurdwara.  Find out about Sikh funeral practices  Learn about Sikh beliefs about human life and reincarnation  Explore the Sikh belief in Samsara – the cycle of birth, life and, death and rebirth – leading to ultimate union with God.  Find out about Sikh views on life and death.  Find out about Sikh beliefs about Creation.  Find out about Sikh views on ecology and how the belief in God as creator influences these views.  Find out whether Sikh beliefs influence their responses to other world problems – Khalsa aid, prisoner welfare etc.  Explore the significance of the Amrit ceremony in establishing a Sikh person’s identity.  Find out about the lives of Sikhs in the local community, if possible, and explore the links between belief and practice.  Find out about growing up as a Sikh in the local community.  Discuss whether the 5Ks give a Sikh a sense of identity or provide a restriction. | **LKS2 (Y3/4)**  **Exp. A** Explain the significance of religious leaders and sacred texts.   * Annotate the Mool Mantar to show key Sikh beliefs. * Link prayers and hymns from the Guru Granth Sahib to key Sikh beliefs. * Identify the most important parts of the lives of the Gurus. * Describe the ways that the Guru Granth Sahib Ji is cared for and explain why it is significant.   **Exp. B** Describe a range of ways that believers express their core beliefs and make the links between belief and expression.   * Show how some Sikh practices can be linked to a range of Sikh stories * Demonstrate the ways in which the 5Ks express core beliefs for some Sikhs. * Show how the arrangements in the Gurdwara express Sikh beliefs.   **Exp. C** Identify how core beliefs can guide lifestyle choices.   * Illustrate the ways that Sikh beliefs in equality affect their lifestyles. * Describe the career choices of some Sikhs, linking them to core values and beliefs. * Give reasons for a Sikh choosing to join the Khalsa or going on pilgrimage.   **Exp. D** Recognise how religious identity can be shaped by family, community and practice.   * Describe the reasons a young Sikh may give for taking Amrit and joining the Khalsa. * Show how participating in festivals such as Baisakhi and Diwali create a sense of identity for a Sikh.   **UKS2 (Y5/6)**  **Exp. A** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.   * Write a reasoned report on why many Sikhs get involved in charity work. * Take a Sikh text or story and explain how this text inspires Sikhs to behave.   **Exp. B** Explain and demonstrate how and why believers show courage and commitment.   * Chose Sikh stories that show people demonstrating courage and commitment, evaluating the impact of these stories on Sikhs today. * Analyse the life of one of the Sikh Gurus, demonstrating how far he showed courage and commitment.   **Exp. C** Explain how beliefs, practices and community can support or determine responses to matters of life and death   * Design a memorial suitable for a Sikh, linking it clearly to Sikh beliefs. * Evaluate the links between Sikh teaching and Sikh funeral practices.   **Exp. D** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.   * Compare and contrast two different Gurdwaras, linking differences to Sikh teaching. * Listen to a range of versions of musical settings for the Mool Mantar, analysing the different interpretations. * Compare the choices of a Sikh who chooses to take Amrit and one who does not, evaluating the role of teaching in these choices. |