



<u>RE Year 6 MTP – Y6A: Exploring Key Leaders- Sikhs and Hindus</u>

Additional Unit: What can we learn from the First World War in RE?

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of inspiring leaders and the Hindu and Sikh communities. This unit builds on the work in the earlier Y5 unit Muslims and Christians- Who is inspiring. Inspiring leaders from Islam and Christianity. Pupils will be enabled to explore, question and respond to the life and work of an inspirational leader from a religion and explore

SACRE Guidance	Week	SACRE Coverage/Lesson ideas	Learning Outcomes
			(Intended to enable pupils to
			meet the end of key stage
			outcomes)
About this unit	Autumn	Who are the Sikhs? Who are the Hindus?	B1. Observe and understand
This unit enables pupils to explore,	1	What do we know about these two religions?	examples of religious
question and respond to the stories,	-	Sikhs and Hindus.	individuals who have high
teachings and experience of	Week 1	 Arrange the class into groups of four. Give 	significance in Sikh and / or
inspirational people and religious		each group a mind map outline with the	Hindu communities.
leaders from two religious communities		following branches: Significant figures, Key	C3. Discuss and apply their
that have a strong presence in the West		leaders, God, Sources of wisdom and stories,	own and others' ideas about
Midlands, Hindus and Sikhs. The focus is		festivals, place of worship, religion in our	the leadership and values of
on developing learners understanding		area and other information. Ask half the	inspirational figures.
of what makes a good leader, the lives		groups to complete the mind map for Sikhs	
of inspirational leaders, both religious		and half the group to complete it for Hindus.	
and non-religious and other aspects		Swap the mind maps around so that each	
which may influence and/or motivate		group has the opportunity to record what	

their attitudes towards their legacy.



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. Why are some religious leaders more than ordinary role models? They will think about 'World changing leaders'

Religions covered:

Hindu Dharma, Sikh

Prior Learning:

In this unit pupils will build on learning about Hindu and Sikh religion and practice from earlier units in the syllabus and add examples from life stories of some exemplary and inspiring figures to what they have learned previously, particularly the Units from Key Stage 1 on beginning to learn about they think they know about both religious communities.

- Who do they know who is Sikh or Hindu in school, and in wider society? Sport? Entertainment? Public life? https://hollowverse.com/ is an American website that gives religious views of the rich and famous – but there are few Sikhs or Hindus. Interesting material and also worth thinking about its biases.
- Discuss what the class, know and where the gaps in their knowledge are. What questions would they like to enquire into? Allow each group to research a question using REonline and other suitable websites.
- Share with the children that in this unit you are going to focus on Key leader and significant figures in these two religions.
- Can the pupils do an 'alphabet of Sikh life' and an 'alphabet of Hindu life'? List words for each letter of the alphabet and define them. No one gets 26, but it is a good way to gather prior knowledge and refresh it.



Hindus and Sikhs. Accurate	A 1	How can we find out about some key leaders from	B1. Observe and understand
	Autumn		
remembering and recall activities are to	1	Sikh and Hindu religions?	examples of religious
be used at the start of the unit, and		Who leads Hindu and Sikh people? In the local	individuals who have high
throughout the teaching, to enable	Week 2	community? More widely?	significance in Sikh and / or
pupils to build and progress their		 Choose to focus on either a Hindu priest or a 	Hindu communities.
understanding of the religions.		Sikh Granthi. Ideally contact the local	B2. Understand the challenges
Which unit does this build from?		Gurdwara or Mandir and ask if the Granthi	of commitment to a faith
Y1D: Beginning to learn from Sikhs.		or priest can come and talk to the children	suggesting why belonging to a
Y4A: What is it like to be a Hindu?		about their role.	community may be both
Y5C: Respect for all: what will make		• If it is not possible to interview a leader from	valuable and a big challenge.
Walsall a more respectful place?		one of these two religions you could use the	C3. Discuss and apply their
Key RE Themes, Concepts and		information in the day in the life of a priest	own and others' ideas about
Vocabulary:		blog (see points to note) or come up with a	the leadership and values of
Key strands addressed by this unit:		series of questions and use the email a	inspirational figures.
-Beliefs, Values and Teaching.		believer section on the REOnline website.	
-Religious practices and ways of life.		• Explain to the pupils that in each religion	
-Questions of Meaning, Purpose, and		there are local leaders who lead worship and	
Truth		conduct ceremonies and rituals such as	
-Questions of Values and Commitments		wedding ceremonies but that are also other	
Key Vocabulary:		leaders and key figures in a religion.	
Hindu, Sikhi, God, belief, faith, Being a		 Can they remember any of the figures they 	
follower. Being a leader. Influence.		named in their mind map? What	
Inspiring. Example / exemplar, Wisdom,		characteristics do they think are important in	
Sacred, text.		a religious leader or inspirational person?	
		a religious leader of inspirational person?	



BJS			
Key questions to explore with pupils What makes the lives of the Gurus, or of inspiring contemporary Sikhs such as Bhagat Puran Singh inspiring to millions of people? Why 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? Potential curriculum links:		 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 • Birmingham Faith Visits: brilliant free online resources about local Mandirs and Gurdwaras. Start here, and use their fine worksheets: https://birmingham- faith-visits.theartssociety.org/sikh 	
History: pupils will use timelines and think about chronology and influence.			
 ICT: web resources can be a key part of the information base for this unit. PSHE: children will particularly focus on the idea of role models and the ways 	Autumn 1	What do stories of the Guru Nanak teach us? Can anyone learn from the Guru? Stories of the First Sikh Guru	A2. Describe and understand the life stories of inspirational people from Sikh faith
these influence us. Literacy: the skills of persuasive writing, recounts and making sense of meaning from story are used in this unit. Geography: children will learn about global influence and local settings they may be unfamiliar with.	Week 3	 Work on three or more stories from the life of the Guru that show what kind of person he was. Tell the stories and consider what kind of person the Guru was. You could use the story of his call, when he disappeared for 3 days whilst bathing. Discuss what pupils think happened to him. Talk about questions like these: -What was 	responding thoughtfully to their wisdom, ideas and beliefs. B1. Observe and understand examples of religious individuals who have high significance in Sikh communities.



Unit Outcomes:

All pupils will be able to:

- Use religious words and phrase to identify key aspects of the example of Guru Nanak and of inspirational Hindus.
- Recognise the role of Gurus in Sikhism and be able to suggest examples and retell stories.
- Identify how Guru Nanak is an example for Sikhs.
- Retell a story of the Guru for themselves.
- Ask and respond sensitively to questions about inspiring leaders in Hindu community and for themselves and others.

Many pupils will be able to:

 Use a developing religious vocabulary to describe key aspects of Guru Nanak's life and teachings. Guru Nanak's early life like? -What happened to Guru Nanak that caused him to start teaching people about God? -What did Guru Nanak do and what did he teach people about God? -Tell pupils about his journey and his teaching about God.

- After Guru Nanak travelled to tell people about God, he settled and founded the town of Kartarpur. It was meant to be an ideal community of Sikhi values.
- Imagine what it would be like to live in a town where everyone worked hard to follow the teachings of the Guru.
- Ask pupils to imagine that they are interviewing a Sikh from the town in Guru Nanak's day. What questions might they ask? What answers might be given? (e.g. Why have you moved to Kartarpur? In what ways is it different from other towns? What difference does it make having Guru Nanak living in your town? What kinds of people live in Kartarpur? Why? How do you put Sikh teachings into practice?)
- Talk about people who inspire your pupils.
 What is different about Guru Nanak and the

B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge. C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own.

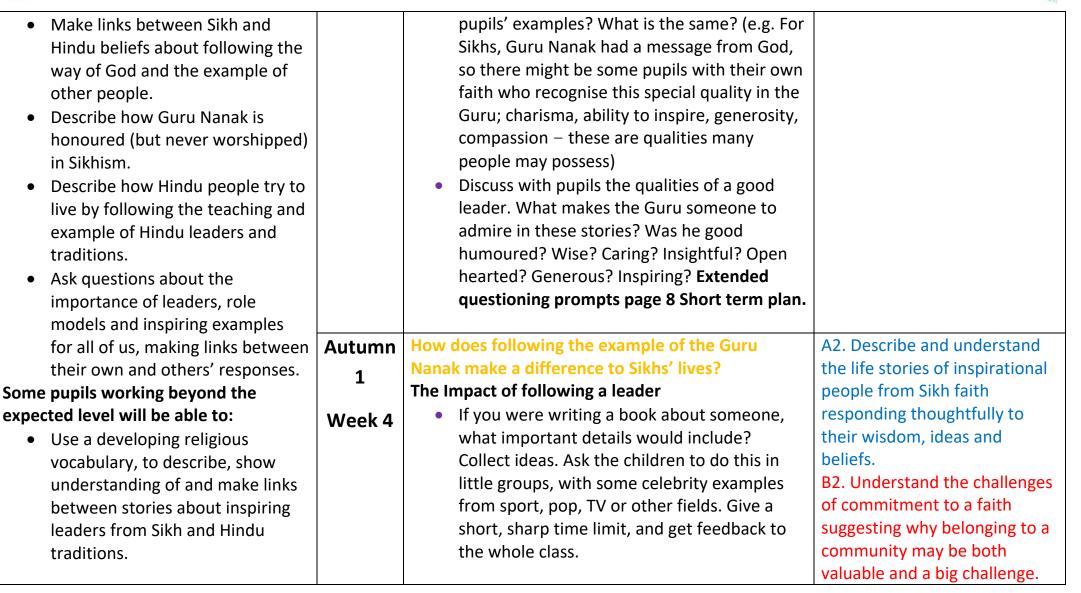
C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.



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- Show that they understand the meanings of a range of sayings and stories of Sikh Gurus and of Hindu leaders.
- Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, values and commitments.

The unit will provide these opportunities:

Attitudes focus- Pupils will explore attitudes of:

Self-awareness by becoming increasingly alert to their own ideas about inspiration and role models. Respect for all by developing a willingness to learn from religions they do not belong to.

National guidance:

- 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 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 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 – 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).

C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.



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The DfE's EYFS guidance on positive

relationships, still relevant in Year 6, 1 After 500 Years... Either: • Children experience a wide range of Week 5 feelings. Children gradually learn to • Invite a Sikh to talk to the class about why Guru Nanak or one of the other Sikh Gurus is understand and manage their feelings with support from the adults around important to them and the difference following the example of the Gurus makes to their life. Pupils to ask questions to the • Recognising their own feelings helps everyone to understand other people's visitor. If possible record this visit. - Pupils are to write an introduction to the recording of feelings and to become more caring towards others. their visitor explaining who the person is and why Guru Nanak is such an important person • When each person is valued for who to them. they are and differences are OR appreciated, everyone feels included If this is not possible, use the piece of writing and understood, whatever their ۲ personality, abilities, ethnic on the page below – apply some literacy background, or culture approaches to it, using these tasks. A. The Biography of Guru Nanak (Page 11 Short This unit helps learners in all these term plan) 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

Guru Nanak.

Autumn

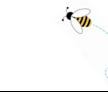
Are the Gurus of the Sikhs still important today?

ten words as a group? C. In a group of 5

A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas, and beliefs.

B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge. C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own.





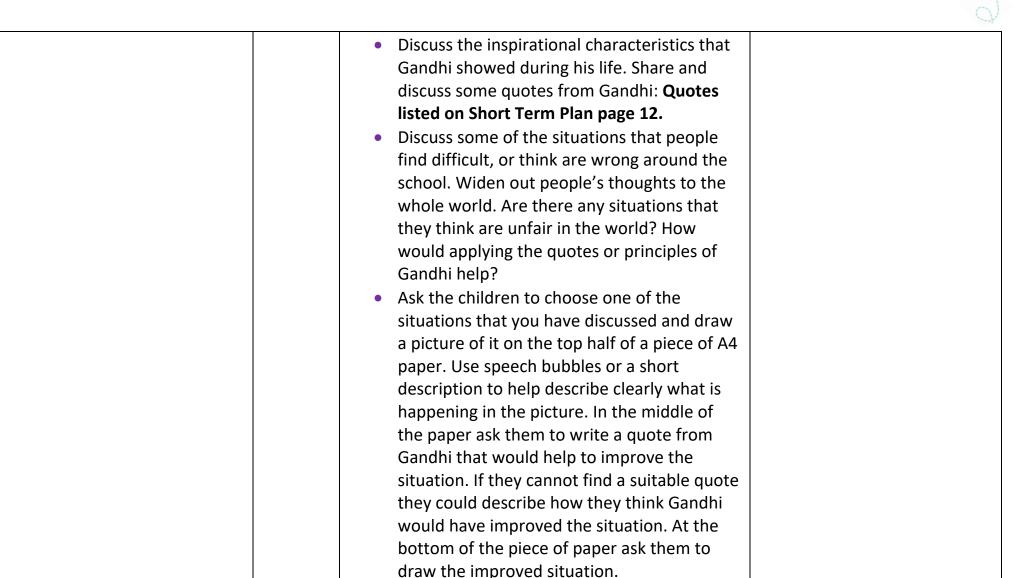
	pupils, make a ten page version of the story	
	as a booklet for young children – say 5 year	
	olds. Illustrate it with pictures.	
	 You could use the Sikhi materials on the 	
	'Birmingham Faith visits' site to explore Sikh	
	community and values if a visit is not	
	possible. It's free and local.	
	https://birmingham-faith-	
	visits.theartssociety.org/sikh Free to	
	download learning guides are very good.	
Autumr	Assessment/ Consolidation	A2. Describe and understand
1	Pupils are to imagine that they have been asked by	the life stories of inspirational
_	the Sikh community to create a picture pack to	people from Sikh or Hindu
Week 6	teach young children about their faith. They are	faith responding thoughtfully
	making a book for five year olds. They are to select	to their wisdom, ideas, and
	6 pictures and write notes to go with them to show	beliefs.
	the importance of Guru Nanak for Sikhs today. Local	B2. Understand the challenges
	photos from community life could be collected by	of commitment to a faith
	the school as well. The emphasis in the task is on	suggesting why belonging to a
	selection and description: why would these 6	community may be both
	images help the 5 year olds to understand about	valuable and a big challenge.
	the Sikhs? Pupils must write notes to go with their	C1. Discuss and present
	booklet and images.	thoughtfully their own views
		about challenging questions
		about inspiration and





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		community using ideas of their
		own.
	Half Term	
Autumn	Who is an inspiring person to Hindus? Example 1:	A2. Describe and understand
2	Mahatma Gandhi	the life stories of inspirational
2	How did Gandhi stand up for his beliefs?	people from Hindu faith
Week 1	• Explain that Gandhi was a well- known Hindu	responding thoughtfully to
	who is inspiring to many Hindus and to other	their wisdom, ideas and
	people.	beliefs.
	Disagreements and arguments-	C3. Discuss and apply their
	• Divide the class into small groups and discuss	own and others' ideas about
	the following questions: • Who do you argue	the leadership and values of
	with? • What do you argue about? • When	inspirational figures.
	do you think you are treated unfairly? • How	
	do you resolve your disputes? Listen to	
	people's feedback. If it does not come out in	
	discussion, ask if anyone has ever used	
	violence, for example with brothers, sisters,	
	or friends, to get own way.	
	 Share the story of Gandhi and discuss the 	
	concept of ahimsa. You could show a short	
	extract from the film Gandhi showing his	
	non-violent principles. Explain that he was a	
	Hindu who believed in the principle of	
	ahimsa, meaning non-violence.	



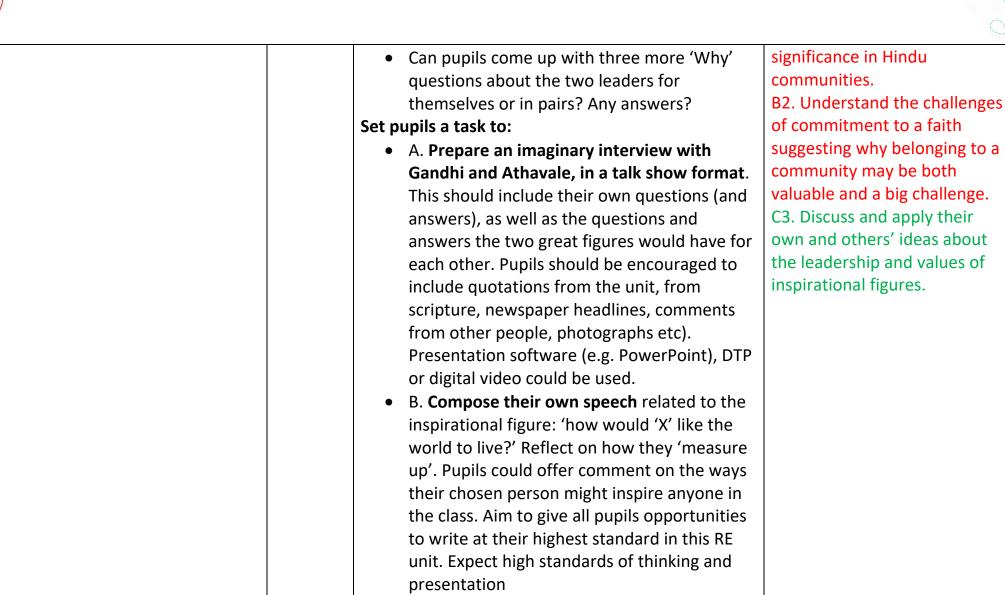




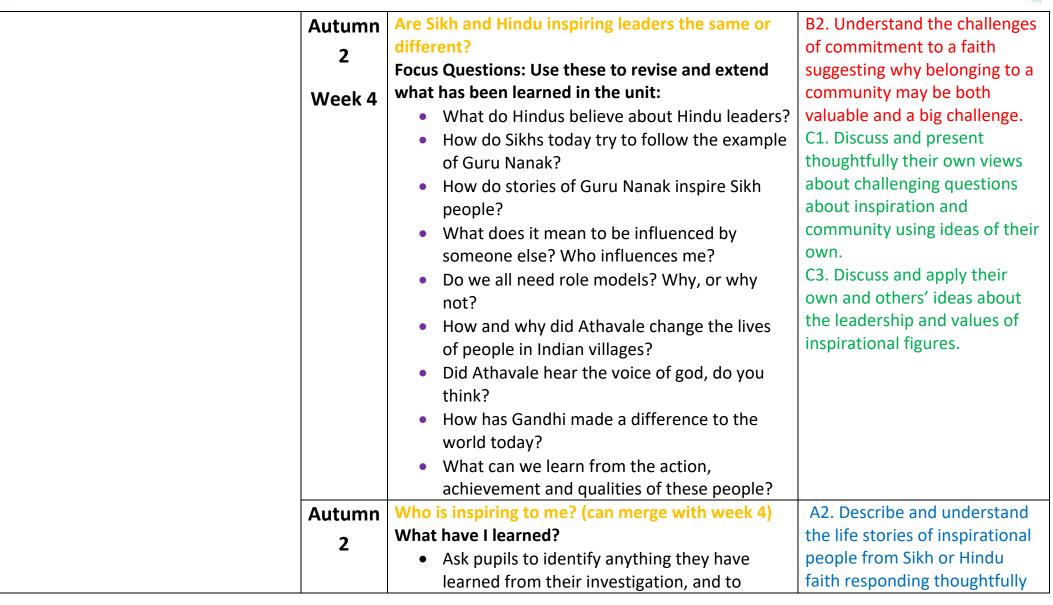


Autumn	Who is an inspiring person to Hindus? Example 2:	A2. Describe and understand
2	Pandurang Shastri Athavale	the life stories of inspirational
	This work looks at the life and influence of a great	people from Hindu faith
Week 2	modern Hindu, Pandurang Shastri Athavale, also	responding thoughtfully to
	known as 'Dada', meaning 'brother'.	their wisdom, ideas, and
	A 'storytellers version' of the life and work of	beliefs.
	Athavale: A life for God and the people available on	B2. Understand the challenges
	page 13 of short term plan.	of commitment to a faith
	Use the strategy called 'Responsibility Pies' (see the	suggesting why belonging to a
	graphic in the next column) to enable small groups	community may be both
	to weigh up the different factors that might lead us	valuable and a big challenge.
	to say Dada is a great Hindu. – Format and	C3. Discuss and apply their
	information on page 14 of short term plan.	own and others' ideas about
		the leadership and values of
		inspirational figures.
Autumn	How shall we weigh up what we think of the	A2. Describe and understand
2	inspirational people Hindus admire?	the life stories of inspirational
	Two great Hindu leaders:	people from Hindu faith
Week 3	 Think about 'why' questions: Why is it that 	responding thoughtfully to
	many people honour Athavale and Gandhi?	their wisdom, ideas, and
	In their lifetimes they also had some enemies	beliefs.
	 why was that? Does great good ness always 	B1. Observe and understand
	make some people feel bad? Why?	examples of religious
		individuals who have high

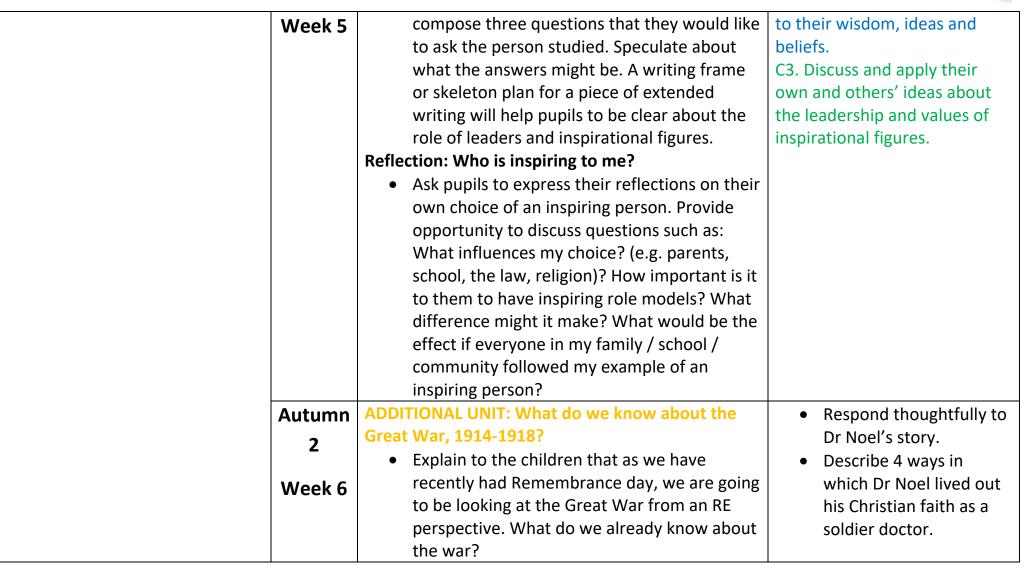














 If children have significant knowledge of The 	 Make links between
Great War, progress to the topic 'Who is a hero? What can we learn from the story of Dr Noel?' Page 7 and complete activity design a memorial. Here's a good video about this story: https://www.youtube.com/watch?v=Trlr07X72jQ	 Bible verses and Dr Noel's life. Apply ideas like self- sacrifice, love, compassion, solidarity for themselves to the story. Give reasons why Dr Noel is seen as an exceptional hero and was awarded the VC and Bar. Express ideas about an excellent memorial for Dr Noel showing deep engagement with his heroic life.

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Autumn	ADDITIONAL UNIT: What is a pacifist? How did	-Respond thoughtfully to the
2	some Christians contribute to the war without	story of a member of the Non-
-	using guns?	Combatant Corps.
Week 7	What can we learn from the story of Owen	-Describe why being in the
	Thomas?	NCC might be dangerous and
	 To fight or not to fight? Read the story of 	might be a choice some
	Owen Thomas with the class. There are	Christians made despite the
	several points where a question in the text	danger.
	can lead to a discussion. At the end ask the	-Apply ideas from the Bible to
	pupils to discuss the choices he made: to be a	the dilemmas Owen Thomas
	follower of Jesus, not to volunteer to join the	faced.
	army, to join the NCC rather than go to	-Give reasons for their own
	prison. What do they agree with about his	ideas about pacifism and
	choices and why? What do they disagree with	fighting: would they have
	and why?	made the same or different
	• Bible and War: Remind the class that Owen	choices to Owen and why?
	wanted to follow Jesus' teaching 'Love your	
	enemies and do good to those who hate you.'	
	One of the Ten Commandments says 'You	
	shall not kill.' But there are also lots of stories	
	in the Bible where people do fight and kill,	
	and God is not said to be against them. Was	
	Owen a good follower of the teaching of the	
	Bible? What difference did his religion make	
	to his life?	

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comparisons between the Hindu or Sikh inspirational leaders? Are there any similar qualities in them? What would happen to the world if more people were like this?

Key aims addressed by this unit (6A):

Children will build up their knowledge of religious practices and ways of life, including celebrations:

A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas and beliefs.

B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities.

B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.

C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own.





C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.
Attitudes Focus:
Contributions to spiritual, moral, social and cultural development of pupils: Spiritually by: Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Sikhism and Hindu life.
Spiritually by: Developing their own views and ideas about inspiring leaders and the question 'who do I follow?'
Morally by: Considering how beliefs about the Gurus have an impact on Sikh life.
Morally by: Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Sikhism.
Spiritually and morally by: Considering how the teachings of key leaders in Sikhism of inspiring Hindu leaders lead to particular actions and concerns.
Culturally by: Exploring diverse examples of key leaders from different faiths around the world.

Additional Unit information:

About this unit: This special planned unit of RE gives teachers lots of learning ideas, ready to use, to enable pupils to explore RE questions in relation to the Great War / First World War. It provides challenging resources, stories and particularly activities which raise questions about conflict war and peace for pupils to think about for themselves. Linking



history and spiritual reflection, the plan uses ideas from the Bible to prompt reflective thinking on the themes of conflict and peace. Pupils will be encouraged to question and respond to the questions, issues and texts they study in both reasoned thinking and creative imagination. The RE work is closely linked to work in History, English and the arts. There is a focus on learners' own ideas about peace and conflict, and on the practice of peace making. Most of the work relates to the Christian religion, but there are some examples from other faiths too.

RE Aims

- To know about some stories of the First World War with a focus on religion and beliefs and to understand more about the causes of conflict and the damage war does, making connections to ideas from different scriptures about peace.
- To express ideas and insights into questions such as: Why are there wars? How did people respond to the conflict and horror of the First World War? Why is it important to remember those who died 100+ years later?
- To gain and deploy skills: giving reasons for opinions, making sense of ideas from religious sources, raising questions and pursuing answers, engaging imaginatively with stories.

Where this unit fits in:

We hope these units will be useful in many RE settings. Church schools in the Diocese of West Yorkshire and the Dales were the first users, and this explains the concentration on Christin scripture, but any school is welcome to use this work. This unit will help teachers to build high quality RE by providing them with well worked examples of RE learning from the First World War. Pupils will be enabled to explore examples of Christian and other responses to the war, and learn from stories, poetry and song about heroism, self-sacrifice, theological questions (Where was God in the trenches?) and spiritual reflection. They will be encouraged to explore and develop their own attitudes towards peace and conflict.



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Developing attitudes in RE:

Pupils will explore attitudes of:

Self-awareness by becoming increasingly aware of what we owe to those who are willing to sacrifice themselves for others in different ways.

Respect for all by developing a willingness to learn from different sources about key questions raised by the First World War.

Open mindedness by engaging in positive discussion and debate about issues of peace and conflict.

Appreciation and wonder by developing their capacity to respond to imaginatively and deeply to moving stories from the First World War and to think about connections between scripture and history.

Contributions to spiritual, moral, social and cultural development of pupils:

Opportunities for **spiritual development** come from thinking about ideas such as self sacrifice, duty, love and honour, and from considering the words of some holy scriptures.

Opportunities for **moral development** come from considering the values and virtues shown in heroic stories from the Great War, and in considering examples of the evils of war and the power of peace.

Opportunities for **social development** come from working in teams, thinking about social issues in relation to war and peace.

Opportunities for **cultural development** come from thinking through issues about what it means to belong to a nation and to belong to one world, and from looking at examples from around the world.

Most pupils aged 9-11 will be able to:

-Use a widening religious vocabulary to show that they understand the complexity of moral questions in relation to the Great War.



-Using the vocabulary learned in RE, to show their understanding of concepts like Pacifist, self-sacrifice, devotion, and conviction.

Apply ideas from their learning to express ideas of their own about the issues raised, discussing, and considering different views

High achieving pupils aged 10-11 will be able to:

-Explain the impact of some thinking about God to the Great War.

-Explain some similarities and differences between ways in which Christians responded to the Great War.

-Explain some ways in which scripture influenced people in the Great war. Express reasoned, thoughtful views about conflict, war and peace.

-Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about conflict, war and peace.