



RE Year 6 MTP – Y6A: Exploring Key Leaders- Sikhs and Hindus

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 their attitudes towards their legacy.

SACRE Guidance	Week	SACRE Coverage/Lesson ideas	Learning Outcomes (Intended to enable pupils to meet the end of key stage outcomes)
<p>About this unit 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</p>	<p>Autumn 1 Week 1</p>	<p>Who are the Sikhs? Who are the Hindus? What do we know about these two religions? Sikhs and Hindus.</p> <ul style="list-style-type: none"> • Arrange the class into groups of four. Give each group a mind map outline with the following branches: Significant figures, Key leaders, God, Sources of wisdom and stories, festivals, place of worship, religion in our area and other information. Ask half the groups to complete the mind map for Sikhs and half the group to complete it for Hindus. Swap the mind maps around so that each group has the opportunity to record what 	<p>B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities. C3. Discuss and apply their own and others’ ideas about the leadership and values of inspirational figures.</p>



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.



<p>Hindus and Sikhs. Accurate remembering and recall activities are to be used at the start of the unit, and throughout the teaching, to enable pupils to build and progress their understanding of the religions.</p> <p>Which unit does this build from?</p> <p>Y1D: Beginning to learn from Sikhs. Y4A: What is it like to be a Hindu? Y5C: Respect for all: what will make Walsall a more respectful place?</p> <p>Key RE Themes, Concepts and Vocabulary:</p> <p>Key strands addressed by this unit: -Beliefs, Values and Teaching. -Religious practices and ways of life. -Questions of Meaning, Purpose, and Truth -Questions of Values and Commitments</p> <p>Key Vocabulary:</p> <p>Hindu, Sikhi, God, belief, faith, Being a follower. Being a leader. Influence. Inspiring. Example / exemplar, Wisdom, Sacred, text.</p>	<p>Autumn 1</p> <p>Week 2</p>	<p>How can we find out about some key leaders from Sikh and Hindu religions?</p> <p>Who leads Hindu and Sikh people? In the local community? More widely?</p> <ul style="list-style-type: none"> Choose to focus on either a Hindu priest or a Sikh Granthi. Ideally contact the local Gurdwara or Mandir and ask if the Granthi or priest can come and talk to the children about their role. If it is not possible to interview a leader from one of these two religions you could use the information in the day in the life of a priest blog (see points to note) or come up with a series of questions and use the email a believer section on the REOnline website. 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? 	<p>B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities.</p> <p>B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p> <p>C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.</p>
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<p>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?</p>		<ul style="list-style-type: none"> 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 	
<p>Potential curriculum links: 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 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.</p>	<p>Autumn 1 Week 3</p>	<p>What do stories of the Guru Nanak teach us? Can anyone learn from the Guru? Stories of the First Sikh Guru</p> <ul style="list-style-type: none"> 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 	<p>A2. Describe and understand the life stories of inspirational people from Sikh faith responding thoughtfully to their wisdom, ideas and beliefs. B1. Observe and understand examples of religious individuals who have high significance in Sikh communities.</p>



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.



<ul style="list-style-type: none"> • Make links between Sikh and Hindu beliefs about following the way of God and the example of other people. • Describe how Guru Nanak is honoured (but never worshipped) in Sikhism. • Describe how Hindu people try to live by following the teaching and example of Hindu leaders and traditions. • Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses. <p>Some pupils working beyond the expected level will be able to:</p> <ul style="list-style-type: none"> • Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Sikh and Hindu traditions. 	<p>Autumn 1</p> <p>Week 4</p>	<p>pupils' examples? What is the same? (e.g. For Sikhs, Guru Nanak had a message from God, so there might be some pupils with their own faith who recognise this special quality in the Guru; charisma, ability to inspire, generosity, compassion – these are qualities many people may possess)</p> <ul style="list-style-type: none"> • Discuss with pupils the qualities of a good leader. What makes the Guru someone to admire in these stories? Was he good humoured? Wise? Caring? Insightful? Open hearted? Generous? Inspiring? Extended questioning prompts page 8 Short term plan. <p>How does following the example of the Guru Nanak make a difference to Sikhs' lives?</p> <p>The Impact of following a leader</p> <ul style="list-style-type: none"> • 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>A2. Describe and understand the life stories of inspirational people from Sikh faith responding thoughtfully to their wisdom, ideas and beliefs.</p> <p>B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p>
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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.



<p>The DfE’s EYFS guidance on positive relationships, still relevant in Year 6, says:</p> <ul style="list-style-type: none"> • Children experience a wide range of feelings. Children gradually learn to understand and manage their feelings with support from the adults around them. • Recognising their own feelings helps everyone to understand other people’s feelings and to become more caring towards others. • When each person is valued for who they are and differences are appreciated, everyone feels included and understood, whatever their personality, abilities, ethnic background, or culture <p>This unit helps learners in all these areas.</p>	<p>Autumn 1 Week 5</p>	<p>Are the Gurus of the Sikhs still important today? Guru Nanak.</p> <p>After 500 Years...</p> <p>Either:</p> <ul style="list-style-type: none"> • Invite a Sikh to talk to the class about why Guru Nanak or one of the other Sikh Gurus is important to them and the difference following the example of the Gurus makes to their life. Pupils to ask questions to the visitor. If possible record this visit. -Pupils are to write an introduction to the recording of their visitor explaining who the person is and why Guru Nanak is such an important person to them. <p>OR</p> <ul style="list-style-type: none"> • If this is not possible, use the piece of writing on the page below – apply some literacy approaches to it, using these tasks. A. The Biography of Guru Nanak (Page 11 Short 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 ten words as a group? C. In a group of 5 	<p>A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas, and beliefs.</p> <p>B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p> <p>C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own.</p>
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		<p>pupils, make a ten page version of the story as a booklet for young children – say 5 year olds. Illustrate it with pictures.</p> <ul style="list-style-type: none"> 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.theartsociety.org/sikh Free to download learning guides are very good. 	
	<p>Autumn 1 Week 6</p>	<p>Assessment/ Consolidation</p> <p>Pupils are to imagine that they have been asked by the Sikh community to create a picture pack to teach young children about their faith. They are making a book for five year olds. They are to select 6 pictures and write notes to go with them to show the importance of Guru Nanak for Sikhs today. Local photos from community life could be collected by the school as well. The emphasis in the task is on selection and description: why would these 6 images help the 5 year olds to understand about the Sikhs? Pupils must write notes to go with their booklet and images.</p>	<p>A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas, and beliefs.</p> <p>B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p> <p>C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and</p>



			community using ideas of their own.
Half Term			
Autumn 2 Week 1	<p>Who is an inspiring person to Hindus? Example 1: Mahatma Gandhi</p> <p>How did Gandhi stand up for his beliefs?</p> <ul style="list-style-type: none"> • Explain that Gandhi was a well-known Hindu who is inspiring to many Hindus and to other people. <p>Disagreements and arguments-</p> <ul style="list-style-type: none"> • Divide the class into small groups and discuss the following questions: • Who do you argue with? • What do you argue about? • When 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. 	<p>A2. Describe and understand the life stories of inspirational people from Hindu faith responding thoughtfully to their wisdom, ideas and beliefs.</p> <p>C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.</p>	



		<ul style="list-style-type: none"> • Discuss the inspirational characteristics that Gandhi showed during his life. Share and discuss some quotes from Gandhi: Quotes listed on Short Term Plan page 12. • Discuss some of the situations that people find difficult, or think are wrong around the school. Widen out people’s thoughts to the whole world. Are there any situations that they think are unfair in the world? How would applying the quotes or principles of Gandhi help? • Ask the children to choose one of the situations that you have discussed and draw a picture of it on the top half of a piece of A4 paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If they cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation. 	
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	<p>Autumn 2</p> <p>Week 2</p>	<p>Who is an inspiring person to Hindus? Example 2: Pandurang Shastri Athavale</p> <p>This work looks at the life and influence of a great modern Hindu, Pandurang Shastri Athavale, also known as 'Dada', meaning 'brother'. A 'storytellers version' of the life and work of Athavale: A life for God and the people available on page 13 of short term plan.</p> <p>Use the strategy called 'Responsibility Pies' (see the graphic in the next column) to enable small groups to weigh up the different factors that might lead us to say Dada is a great Hindu. – Format and information on page 14 of short term plan.</p>	<p>A2. Describe and understand the life stories of inspirational people from Hindu faith responding thoughtfully to their wisdom, ideas, and beliefs.</p> <p>B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p> <p>C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.</p>
	<p>Autumn 2</p> <p>Week 3</p>	<p>How shall we weigh up what we think of the inspirational people Hindus admire?</p> <p>Two great Hindu leaders:</p> <ul style="list-style-type: none"> • Think about 'why' questions: Why is it that many people honour Athavale and Gandhi? In their lifetimes they also had some enemies – why was that? Does great good ness always make some people feel bad? Why? 	<p>A2. Describe and understand the life stories of inspirational people from Hindu faith responding thoughtfully to their wisdom, ideas, and beliefs.</p> <p>B1. Observe and understand examples of religious individuals who have high</p>



		<ul style="list-style-type: none"> • Can pupils come up with three more ‘Why’ questions about the two leaders for themselves or in pairs? Any answers? <p>Set pupils a task to:</p> <ul style="list-style-type: none"> • A. Prepare an imaginary interview with Gandhi and Athavale, in a talk show format. This should include their own questions (and answers), as well as the questions and answers the two great figures would have for each other. Pupils should be encouraged to include quotations from the unit, from scripture, newspaper headlines, comments from other people, photographs etc). Presentation software (e.g. PowerPoint), DTP or digital video could be used. • B. Compose their own speech related to the inspirational figure: ‘how would ‘X’ like the world to live?’ Reflect on how they ‘measure up’. Pupils could offer comment on the ways their chosen person might inspire anyone in the class. Aim to give all pupils opportunities to write at their highest standard in this RE unit. Expect high standards of thinking and presentation 	<p>significance in Hindu communities.</p> <p>B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p> <p>C3. Discuss and apply their own and others’ ideas about the leadership and values of inspirational figures.</p>
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	<p>Autumn 2 Week 4</p>	<p>Are Sikh and Hindu inspiring leaders the same or different? Focus Questions: Use these to revise and extend what has been learned in the unit:</p> <ul style="list-style-type: none"> • What do Hindus believe about Hindu leaders? • How do Sikhs today try to follow the example of Guru Nanak? • How do stories of Guru Nanak inspire Sikh people? • What does it mean to be influenced by someone else? Who influences me? • Do we all need role models? Why, or why not? • How and why did Athavale change the lives of people in Indian villages? • Did Athavale hear the voice of god, do you think? • How has Gandhi made a difference to the world today? • What can we learn from the action, achievement and qualities of these people? 	<p>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.</p>
	<p>Autumn 2</p>	<p>Who is inspiring to me? (can merge with week 4) What have I learned?</p> <ul style="list-style-type: none"> • Ask pupils to identify anything they have learned from their investigation, and to 	<p>A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully</p>



	<p>Week 5</p>	<p>compose three questions that they would like to ask the person studied. Speculate about what the answers might be. A writing frame or skeleton plan for a piece of extended writing will help pupils to be clear about the role of leaders and inspirational figures.</p> <p>Reflection: Who is inspiring to me?</p> <ul style="list-style-type: none"> Ask pupils to express their reflections on their own choice of an inspiring person. Provide opportunity to discuss questions such as: What influences my choice? (e.g. parents, school, the law, religion)? How important is it to them to have inspiring role models? What difference might it make? What would be the effect if everyone in my family / school / community followed my example of an inspiring person? 	<p>to their wisdom, ideas and beliefs.</p> <p>C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.</p>
	<p>Autumn 2</p> <p>Week 6</p>	<p>ADDITIONAL UNIT: What do we know about the Great War, 1914-1918?</p> <ul style="list-style-type: none"> Explain to the children that as we have recently had Remembrance day, we are going to be looking at the Great War from an RE perspective. What do we already know about the war? 	<ul style="list-style-type: none"> Respond thoughtfully to Dr Noel's story. Describe 4 ways in which Dr Noel lived out his Christian faith as a soldier doctor.



		<ul style="list-style-type: none"> • If children have significant knowledge of The 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. <p>Here’s a good video about this story: https://www.youtube.com/watch?v=Trlr07X72jQ</p>	<ul style="list-style-type: none"> • Make links between 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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	<p>Autumn 2 Week 7</p>	<p>ADDITIONAL UNIT: What is a pacifist? How did some Christians contribute to the war without using guns?</p> <p>What can we learn from the story of Owen Thomas?</p> <ul style="list-style-type: none"> • To fight or not to fight? Read the story of Owen Thomas with the class. There are several points where a question in the text can lead to a discussion. At the end ask the pupils to discuss the choices he made: to be a follower of Jesus, not to volunteer to join the army, to join the NCC rather than go to prison. What do they agree with about his choices and why? What do they disagree with and why? • Bible and War: Remind the class that Owen 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? 	<p>-Respond thoughtfully to the story of a member of the Non-Combatant Corps.</p> <p>-Describe why being in the NCC might be dangerous and might be a choice some Christians made despite the danger.</p> <p>-Apply ideas from the Bible to the dilemmas Owen Thomas faced.</p> <p>-Give reasons for their own ideas about pacifism and fighting: would they have made the same or different choices to Owen and why?</p>
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		<ul style="list-style-type: none"> • Cowards? Why is it wrong to say that the men in NCC were cowards? Can you find four pieces of evidence against this in the story? • Preacher man: Owen became a preacher when he survived the war and came home. Imagine him preaching at his church one day when the Bible reading comes from 2 Corinthians 13: 11, where Saint Paul teaches Christian people: “Try to be perfect. Listen to my advice. Agree with one another. Live in peace, and the God of love and peace will be with you.” • Fill in the bubble. Use the framework on the short term plan page 12 to write what you think Owen might say in his sermon. Try to refer to both the Bible and his story in the words you make up. Sentence starts could include: <ul style="list-style-type: none"> ▪ What I believe God wants us to do... ▪ I think this Bible verse means... ▪ One question to think about is... ▪ Making peace is not easy... ▪ Following Jesus means trying to be peaceful so... ▪ I think it is wrong for Christians to carry guns because... • Can the children compare this to any of our earlier learning? Can they make any 	
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		<p>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?</p>	
<p>Key aims addressed by this unit (6A): Children will build up their knowledge of religious practices and ways of life, including celebrations:</p> <p>A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas and beliefs.</p> <p>B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities.</p> <p>B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p> <p>C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own.</p>			



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 Christian 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.



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.