

Medium Term Plan: What is the best way for a Sikh to show commitment to God?

SACRE Objectives		Previous Vocabulary	New vocabulary
A5 – Understand why people show commitment B5 – Describe the different ways Sikhs show their commitment to God. C5 – Evaluate the best way a Sikh could show their commitment to God.		<ul style="list-style-type: none"> Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib. Guru Granth Sahib - Sikh Holy Book. Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539). Khalsa - “The community of the pure”. The initiated Sikh community. 	<ul style="list-style-type: none"> Karah Prashad - Sanctified food distributed at Sikh ceremonies. 5 Ks - The symbols of Sikhism worn by Sikhs. Kirpan - Sword: one of the 5 Ks, which signifies protection. Kesh - Uncut hair: one of the 5Ks, which signifies spirituality. Kara - Steel band worn on the right wrist: one of the 5Ks which signifies good deeds. Kangha - Comb worn in the hair: one of the 5Ks which signifies cleanliness. Kachera - Traditional underwear/shorts: one of the 5Ks which signifies self-discipline. Guru Granth Sahib - Sikh Holy Book. Langar - Gurdwara dining hall and the food served in it. Golden Temple of Amritsar - The holiest Sikh gurdwara located in the city of Amritsar, Punjab, India. Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539). Sewa - To provide a service to the community, including the Sikh community (Khalsa) and others. Gurdwara - Sikh place of worship: literally means the doorway to the Guru.
Social, Moral & cultural opportunities	Religion		
Spiritual cultural	Sikhism		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect Rule of law	I can explain the relevance of a Sikh story to their beliefs I can explain how stories can teach people about what is important and how to behave I can explain how Sikh stories could teach different people important lessons		I can describe the different ways Sikhs show their commitment to God. I can identify the different levels of commitment that I show to different things and explain these priorities I can evaluate the best way a Sikh could show their commitment to God.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question	Is showing commitment a matter of personal choice?	Can I describe different ways Sikhs show their commitment to God?	Does equality show commitment to God?	How does Sewa show commitment to God?	Can I evaluate the best way a Sikh could show their commitment to God?
Concept	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can identify the different levels of commitment that I show to different things and explain these priorities	I can describe the different ways Sikhs show their commitment to God	I can describe the different ways Sikhs show their commitment to God.	I can describe the different ways Sikhs show their commitment to God.	I can evaluate the best way a Sikh could show their commitment to God.
Lesson Type	Engagement	Investigation	investigation	investigation	Expression/ evaluation
Review/ Revisit	What are the ways we already know that Sikh's show commitment to God- The 5 k's	Recap the 5 key sikh beliefs	Flashback to last unit- how do Christians show commitment to God? 10 commandments, Lords prayer...	Round Robin the different ways people show respect to the holy book.	Recap key vocabulary from unit
Read	Revisit the 5K's	Researching the holy book later in the session.	Read a Sikh story already covered- the story of Bhai Lalo & Malik Bhago. The themes in this story are honesty and equality.	Read descriptive statements about the 5 k's and match these to the 5k's	https://www.bbc.co.uk/newsround/43737417 what is Vasakhi recap.

<p>Teach</p>	<p>Discuss the definitions of the words choice and commitment.</p> <p>Play a game- moving the different sides of the room for if you agree/disagree with statements. E.g my favourite food is pizza, favourite subject is maths</p> <p>Discuss- we all make personal choices every day, these are influenced by social, cultural, religious, family values.</p>	<p>Sikhs are committed to God and show their commitment in different ways. Recap the 5k's: kanga, kirpan, kesh, karah, kachera. Recap what they are, what do they symbolise. Watch: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-five-ks-of-sikhism/znbhf4j</p> <p>Sikhs pray and worship in the Gurdwara</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-gurdwara/z4qc8xs</p> <p>Now watch the holy book https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-guru-granth-sahib/zms2t39</p> <p>Teach that there were 10 living Gurus, and the holy book is the Guru Granth Sahib. This is because there will be no more living Gurus and Sikhs believe God is talking through the Guru Granth Sahib.</p>	<p>Revisit the definition of equality.</p> <p>In groups, give statements to sort into true/false relating to equality.</p> <p>Establish that today most cultures and religions believe in equality. In the past there was no equality and in certain cultures today there is still no equality.</p>	<p>Introduce 'Sewa' to the children. The meaning of this is to help others. This can be by giving money or your time, caring for people who are ill. Cleaning the Gurdwara or helping to serve the langar.</p> <p>https://www.youtube.com/watch?v=zi6i_fNEgZU</p> <p>Also watch https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-vaisakhi/z6s2t39 About volunteering and helping.</p>	<p>Review: what are the ways Sikh's show commitment to God. Use post it notes to stick at the front of class and create a large poster.</p> <p>Discussion around which do they think shows the most commitment? The least? Order the key different ways suggested on a continuum.</p>
<p>Practice</p>	<p>Debate- split into teams and debate the question 'Is it ok to not wear a helmet when riding a motorbike?'</p> <p>What if it meant that you cannot show commitment to God if you wear the helmet, is it ok not to wear it now?</p> <p>Teach: when the law was introduced to wear helmets on a bike, Sikhs argued that they couldn't obey this rule. They chose to go to prison rather than take off their turban and wear a helmet.</p>	<p>Research the different ways the holy book is treated with respect.</p> <p>Read https://www.learnreligions.com/all-about-the-guru-granth-sikhisms-holy-scripture-2993128</p>	<p>Research examples of inequality and social injustice eg Womans rights in Islam.</p> <p>What do you think is right?</p>	<p>Research the different ways Sikhs help others, which people do they help? www.sewa.org</p>	<p>Write a letter back to a Sikh boy with the following dilemma: I am 10 years old and a Sikh living in Sheffield. There are no other Sikh's in the school and I am finding it more and more difficult to fit in as I feel quite different. I believe it is important for me to show my commitment to God and want to go to the Gurdwara with my family at the weekend but this means missing football practise and im afraid I won't get on the team. What shall I do? What is the best way for me to show my commitment to God and not miss football?</p>
<p>Apply</p>	<p>The law was changed to give Sikhs the right to wear a turban instead of a helmet. Do you think the law should have been changed? Do you think Sikh children should be able to not wear a bike helmet because of their top knot?</p> <p>Write a reply to a sikh boy asking what to do (Discovery RE sheet activity 1)</p>	<p>Round Robin, share what they have found out.</p>	<p>Watch a Sikh wedding clip : https://www.youtube.com/watch?v=90iaQiBfkG8</p> <p>Teach that it is an important part of Sikh teaching that everyone is equal. God's love is for everyone, no one is better than anyone else. Men and woman should be treated in the same way</p>	<p>Create a poster about 'sewa' to help others learn about the different ways Sikh's offer help and support to others.</p>	<p>In speech bubbles, write advice on how to stay committed to something or someone when it proves difficult.</p>
<p>Reflect</p>	<p>Sort statements in pairs in to whether they are examples of showing commitment or not. Is showing commitment a matter of personal choice?</p>	<p>Reflect on how the 5k's and the Guru Granth Sahib show commitment to God.</p>	<p>Talk partners: do you think that treating people equally shows commitment to God? Is it a good idea to treat people equally even if you are not a Sikh?</p>	<p>Is helping people a good way of Sikh's showing commitment to God? Why?</p>	<p>Mix pair share: share something that you are committed to and how you are going to try and make sure you stay committed.</p>

Medium Term Plan: What is the best way for a Christian to show commitment to God?

SACRE Objectives		Previous Vocabulary	New vocabulary
A5 – Understand why people show commitment. B6 – Understand that Christians can show their commitment to God in different ways and will prioritise these differently. C6 – Explain why some ways of showing commitment to God would be better than others for Christians.		<ul style="list-style-type: none"> Holy Week - The week from Palm Sunday to Easter Sunday. Pilate - He convicted Jesus of treason and declared that Jesus thought himself King of the Jews, and had Jesus crucified. Herod - Roman King at the time of Jesus' crucifixion. Mount of Olives - Site of the Garden of Gethsemane. Garden of Gethsemane - Place where Jesus went to pray and was arrested. 	<ul style="list-style-type: none"> Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai. Confirmation - Rite of initiation normally carried out through anointing, the laying on of hands, and prayer, for the purpose of bestowing the Gifts of the Holy Spirit. Lord's Prayer - Also known as "The Our Father": prayer Jesus taught
Social, Moral & cultural opportunities		Religion	
Spiritual moral	Christianity		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect Rule of Law Individual liberty	I can explain whether Jesus' crucifixion was God's intention or a consequence of events. I can give an example of someone with a strong sense of purpose their life and give my opinions on this I can start to express my opinion about Jesus' crucifixion being his destiny/purpose		I understand that Christians can show their commitment to God in different ways and will prioritise these differently. I can identify the different levels of commitment that I show to different things and explain these priorities I can explain why some ways of showing commitment to God would be better than others for Christians.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question	Can I identify different levels of commitment?	Do Christians show their commitment to God in different ways?	How do Christians show their commitment to God?	Can I understand how Christians show commitment and prioritise ways differently?	Can I explain why some ways of showing commitment to God would be better than others?
Concept	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can identify the different levels of commitment that I show to different things and explain these priorities	I understand that Christians can show their commitment to God in different ways and will prioritise these differently.	I understand that Christians can show their commitment to God in different ways and will prioritise these differently.	I understand that Christians can show their commitment to God in different ways and will prioritise these differently.	I can explain why some ways of showing commitment to God would be better than others for Christians.
Lesson Type	Engagement	Investigation	investigation	investigation	Evaluation
Review/ Revisit	Revisit the different ways Sikhs show their commitment to God.	What are the 5 values that Sikhs follow to show commitment.	Flashback to Y1/2 one way Jews commitment to God- Bar Mitsvah/ Bat Mitzvah ceremonies. The 10 commandments	List ways Christians show commitment to God in a minute	Quiz key vocab and knowledge from the unit.
Read	Bible quotes about what commitment is https://www.openbible.info/topics/commitment to something	Key vocabulary	Galatians 5:14 Love thy neighbour as yourself	The Lords prayer. Read and analyse the Lords Prayer together- what does it mean? What are Christians praying for here?	Key vocabulary/ quiz above.
Teach	Is it Ok to tell lies? Split in half one side for, one against ad debate. How committed are you to this view? Give different scenarios, move to for and against lying, and in the middle for unsure.	Christians are committed to God and show their commitment in different ways. One of these is following the 10 commandments. Look at the 10 commandments (Exodus 20:2-17)	What does Galatians 5:14 mean? What does it mean by your neighbour? How easy do you think it is for Christians to do this? Galatians 5:22-26 says that if a Christian is committed to God and allows the holy spirit to live in them, they will be displaying love, jo, peace, patience, kindness, goodness, , faithfulness, gentleness and self control.	Christians show commitment by attending church/ worship every Sunday. They believe that praying to God shows commitment. They also show commitment through taking communion. https://www.bbc.co.uk/teach/class-clips-video/what-is-holy-communion/zifit39 The bread and wine helps Christians remember Jesus dying for them on the cross. Taking communion shows their commitment to God.	Review the different ways Christians show commitment to God. Give slips of paper, write a way to show commitment on each and join to make a paper chain as long as possible.
Practice	Share the story summary of 'The Hiding Place' by Corrie Tenboom. A Christian woman decides to lie to a German soldier about the Jews she is hiding. This meant they were safe. Her sister didn't feel she could lie so told the soldier and the Jew's were arrested. The woman thought that God would keep them safe due to her commitment to telling the truth.	In groups order according to which show the most commitment to God.	Have these words written on paper around the room. They are to go around and write examples underneath of what each might look like. Should only Christians behave in this way or should everyone try and demonstrate these behaviours?	In groups ,give pictures/symbols of the different ways Christians show commitment to God and order these from what they feel is the most to least important.	Share ideas and ensure they have covered prayer, communion, the ten commandments, telling the truth, visiting church.
Apply	Discuss the above- was it ok to lie here? How committed would you have to be to telling the truth? Would being committed be more important than saving someones life?	Share feedback with the class. Why do you think one shows more commitment than an other? Do you think some would be easier to follow than others?	Look at famous Christians who dedicated their lives to showing love/ commitment to God- Martin Luther King or Mother Theresa.	Share groups thoughts and debate the importance of each. Should one be more important than the others?	Write a poem called 'Commitment is....' It can include what they think commitment is as well as what Christians believe.
Reflection	Round Robin- what would you have done in this situation?	Why do we have different views about which are more important?	Share how these famous Christians showed their commitment to God.	Christians show commitment by believing and trusting in Jesus and trying to be like him. Do you think it is easy for a Christian to be like Jesus?	Reflect on one of the ways Christians show commitment that you can take forward in your life eg kindness, love.

Medium Term Plan: Is the Christmas story true?

SACRE Objectives		Previous Vocabulary	New vocabulary
A2 – Understand how stories can be considered true to different people in different ways. B2 – Explain the Christian belief that Jesus was the Incarnation of God. C2 – Express an opinion on whether the Christmas story is true.		<ul style="list-style-type: none"> Jesus - The central figure of Christian devotion. The second person of the Trinity. Palm Sunday - The Sunday before Easter: it commemorates Jesus’ triumphal entry into Jerusalem. The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist. Cross - The shape of wood that Jesus was nailed to when he was crucified on Good Friday. Tomb - The cave where Jesus was laid after his crucifixion. It was dug out of the ground with a stone rolled in front of it. Bread and Wine - Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist. Maundy Thursday - Thursday before Easter Sunday, traditionally when the Last Supper and Jesus’ arrest in the Garden of Gethsemane are remembered. Good Friday - Day after Maundy Thursday: day to commemorate Jesus’ crucifixion. Disciples - Jesus’ 12 special friends and followers who shared the Last Supper with him. Judas - Disciple who led guards to Jesus and caused his arrest. 	<ul style="list-style-type: none"> Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is “coming” so this is a time of preparation. Incarnation - The Christian belief that God took human form in Jesus Christ.
Social, Moral & cultural opportunities	Religion		
Spiritual moral	Christianity		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect	I can explain the Christian belief that God gave Jesus to the world to rescue/save it I can explain how Jesus coming to the world shows Christians how they could love/help people and the world		I can start to explain the Christian belief that Jesus was the Incarnation of God I can start to explain how ‘true’ can mean different things to different people and how stories can be ‘true’ in different ways I can express an opinion whether the Christmas story is true

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Question	What does true mean?	Can there be different versions of a true story?	Can I explain the belief that Jesus was the incarnation of God?	Is the Christmas story true?
Concept	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can start to explain how ‘true’ can mean different things to different people and how stories can be ‘true’ in different ways	I can start to explain how ‘true’ can mean different things to different people and how stories can be ‘true’ in different ways	I can start to explain the Christian belief that Jesus was the Incarnation of God	I can express an opinion whether the Christmas story is true
Lesson Type	Engagement	Investigation	investigation	investigation
Review/ Revisit	Key point of what happens in the Christmas story	Flashback to Y3/4 What is the River Ganges special to Hindus? Bathe to wash away wrong doings, Brahman is in the water.	What were the differences between our 2 versions? If we are already questioning who was there when what else might be true? Not true?	Quiz/recap of knowledge from the unit
Read	An account of the Christmas story from the Bible: Matthew ch 1:18 ch 2:12	A simplified version of the Christmas story showing everyone in the stable at the same time.	Quick activity- read and tick true or false for a number of statements relating to the versions of the story told by Matthew and Luke.	Read the bible reading John 3 16-17 "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. For God did not send his Son into the world to condemn the world, but to save the world through him"
Teach	Teach the definition of the word ‘true’ Show a recent news clip of an event that has happened but with no sound. Give 2 minutes for everyone to write an eye witness account of what happened.	What do we already know about the Christmas story- scribe and create a mindmap of ideas. Look at a selection of artwork that depicts the nativity scene with everyone present. (cards, advent calendars etc) Discuss- who is present and why are they all there at the same time? Is the story true?	Teach the meaning of the word incarnation. Watch a clip of the first Christmas story eg https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382 Is the story true? If we are questioning the facts, could it be true in a different way? Can we learn from a story even if it didn’t happen in exactly the way recorded? Christians believe Jesus is the incarnation of God on earth. God gave Jesus to the world to show people how to lead good lives, forgive them for things they do wrong and prove to them (through his resurrection) that there is life after death.	Christmas believe the true meaning of Christmas is love. Again make explicit that Christians believe Jesus is the incarnation of God on earth. God gave Jesus to the world to show people how to lead good lives, forgive them for things they do wrong and prove to them (through his resurrection) that there is life after death.
Practice	Ask some children to read their accounts. Are they the same? Discuss why not Now watch again with the sound. Does it match our statements? Discuss what is the same and different. So which version is true? Even though we have all seen the same thing, we will all have our own interpretations.	Split the class and give half Luke’s story and half Matthews. Read different accounts of the story Matthew ch 1:18 ch 2 Luke Ch 1 26-38 Ch 2:1-20 Then make a group story map of events that are told.	Come back to the different types of truth- historical, scientific, personal (beliefs) In small groups, sort a variety of statements/ scenarios into these 3 categories.	Watch a clip of what Christmas means to Christians, do you think it matters to Christians if the story is true? https://www.youtube-nocookie.com/embed/hmdNRJYZGBo?playlist=hmdNRJYZGBo&autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&start= Compare with how others view the meaning of Christmas https://www.youtube.com/watch?v=Nc0GsYSeZ-8

Apply	<p>Give the children different newspaper articles reporting on the same story and notice how they differ.</p> <p>Discuss different types of truth- scientific, historical, personal beliefs</p>	<p>Pair up with someone with the other story and share story maps- what are the similarities and differences?</p>	<p>Which of these truths can be applied to the Christmas story?</p>	<p>Complete the discovery RE activity sheet answering the following questions: What do you know about the story of Jesus' birth? What does Jesus' birth mean to Christians? Is the Christmas story true? Does this matter to Christians?</p>
Reflect	<p>We will be looking at different types of truth when we discuss whether the Christmas story is true.</p>	<p>As a class- which version of the story is true? Why are there different versions?</p>		<p>Reflect on how stories can be meaningful, whether then have happened or not.</p>

Medium Term Plan: How significant is it for Christians to believe that God intended Jesus to die?

SACRE Objectives		Previous Vocabulary	New vocabulary
A4 – Reflect on the importance of purpose in life B4 – Explain whether Jesus’ crucifixion was God’s intention or a consequence of events. C4 – Share my opinion on Jesus’ crucifixion being his purpose or destiny.		<ul style="list-style-type: none"> Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is “coming” so this is a time of preparation. Incarnation - The Christian belief that God took human form in Jesus Christ. 	<ul style="list-style-type: none"> Holy Week - The week from Palm Sunday to Easter Sunday. Pilate - He convicted Jesus of treason and declared that Jesus thought himself King of the Jews, and had Jesus crucified. Herod - Roman King at the time of Jesus’ crucifixion. Mount of Olives - Site of the Garden of Gethsemane. Garden of Gethsemane - Place where Jesus went to pray and was arrested.
Social, Moral & cultural opportunities	Religion		
Spiritual moral	Christianity		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect Rule of Law	I can start to explain the Christian belief that Jesus was the Incarnation of God I can start to explain how ‘true’ can mean different things to different people and how stories can be ‘true’ in different ways I can express an opinion whether the Christmas story is true		I can explain whether Jesus’ crucifixion was God’s intention or a consequence of events. I can give an example of someone with a strong sense of purpose their life and give my opinions on this I can start to express my opinion about Jesus’ crucifixion being his destiny/purpose

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question	What do you have the most control over in your life?	Did Jesus’ life have a purpose?	Do you think Jesus was aware of God’s plan/ His purpose?	Can I explain whether Jesus’ crucifixion was God’s intention or a consequence of events?	Can I express my opinion about destiny/purpose?
Concept	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can give an example of someone with a strong sense of purpose their life and give my opinions on this	I can start to express my opinion about Jesus’ crucifixion being his destiny/purpose	I can explain whether Jesus’ crucifixion was God’s intention or a consequence of events.	I can explain whether Jesus’ crucifixion was God’s intention or a consequence of events.	I can start to express my opinion about Jesus’ crucifixion being his destiny/purpose
Lesson Type	Engagement	Investigation	investigation	investigation	Evaluation
Review/ Revisit	What does incarnation mean and why is it an important concept for Christians?	Recap the previous session and how Christians believe that God had a plan for Jesus’ life.	Read the bible reading John 3 16-17 "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. For God did not send his Son into the world to condemn the world, but to save the world through him" Christians believe Jesus is the incarnation of God on earth.	Recap the three stories from last session	Flashback to Y3/4 What is the Buddhist 8 fold path?
Read	Statements below to order.	Read the article/ extract from “God has a plan for your life too” Do you agree or disagree with this article?	See above	Read Bible scripture related to the subsequent stories.	Bible scripture of Jesus’ crucifixion and death: Mark 15: 21-41
Teach	Discuss the definition of ‘control’ and ‘destiny’ Give groups different statements to order on a continuum from those they have the most control over to the least eg going to school, what they wear, their behaviour etc. Christinas believe that God had a plan for Jesus’ life.	Mindmap together- ‘What do we already know about Jesus?’ Discuss what we think God’s plan was for Jesus’ life- post it note ideas and bring to the board. Teach that Christians believe Jesus was the incarnation of God sent to earth to show people how to lead good lives, to die as a sacrifice so that they could be forgiven and come back to life again to prove that there is life after death.	Display a simple time line of the events during Holy week Over this session and next we are researching Bible stories and whether we think Jesus was aware of God’s plan for him, or whether it was just a consequence of the events that happen. Cover: Palm Sunday https://www.bbc.co.uk/programmes/p0113x23 Jesus teaching in the temple, overturning the traders’ tables https://www.bbc.co.uk/programmes/p0115b7l The last supper https://www.bbc.co.uk/programmes/p0114z3b	Continue to research the Bible stories- and whether these were part of God plan vs Jesus choice: Judas’ betrayal https://www.youtube.com/watch?v=ctLaBEgqi_0 Peter’s denial https://www.youtube.com/watch?v=8iD5luFO7-U Praying on the mount of olives / arrest https://www.youtube.com/watch?v=-RwjgiDg09U The crucifixion/ rising https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhg47h	Reflect back to the definitions of destiny and purpose- would our definitions of these change now based on what we have learnt? Recall that Christians believe that Jesus was sent to Earth as God incarnate to show people how to lead a good life, and that there is life after death. So- they believe that God intended that Jesus was going to die to teach these lessons.
Practice	Discuss when they think they expect to have complete control over their own life. When do they think they will know their purpose in life and what they are ‘meant’ to do.	Discuss what you think about this. What might this say about God.	Split into small groups. Freeze frame the key parts of the story and then share these back with the rest of the class- explaining each part.	Vote again as a class- moving around the room into 2 sides- was each story destiny or Jesus’ choice and discuss reasons why.	Look at others famous figures who had a strong sense of destiny- GAhndi, Mother Theresa, Martin Luther King, Florence Nightingale,

Apply	Do you have a plan for you life? Give examples of things that this could include and then each child make a spiral to cut our and hang- write their plan for their life on it.	Give a set of pictures- the nativity, Jesus' crucifixion, the empty tomb. Write about each picture and say why Christians believe this was part of God's plan for Jesus- what was the purpose of each part of Jesus' life.	Discuss whether they think each story was part of God's plan for Jesus or whether it was a consequence of events eg did the people who hated Jesus do so because of what happened in the temple, or because God wanted Jesus to do this so that he was made to die?	Sheet with 2 columns. Write reasons for and against whether Jesus was aware of his impending crucifixion	In pairs, research one of these figures above and answer the questions: Do you think these people plan their own lives of do you think they were pre-destined?
Reflection	Some people believe that there is already a plan for their life, which they have little control over- this is destiny. Others believe they have a strong sense of purpose but have choice and free will. Dicuss which you believe in the most.	Round Robin- share ideas for each picture.	Vote as a class for each story – destiny or choice for Jesus.	Answer the question: in my opinion does the evidence suggest Jesus knew he was going to be crucified? Do Christians believe that it was God's purpose for Jesus to be crucified?	Reflect on and write down one of our own ambitions/ dreams. Discuss how we can all achieve the goals we set for ourselves and we can all shape our own lives.

Medium Term Plan: How far would a Sikh go for his/her religion?		
SACRE Objectives		New vocabulary
A1 – Identify the varying levels of commitment I show to different things and explain why. B1 – Make links between religious practice and underpinning beliefs in Sikhism. C1 – Consider why Sikhs show different levels of commitment.		<ul style="list-style-type: none"> • Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib. • Amrit - The Sikh rite of initiation into the Khalsa. • Khalsa - “The community of the pure”. The initiated Sikh community. • Karah Prashad - Sanctified food distributed at Sikh ceremonies. • 5 Ks - The symbols of Sikhism worn by Sikhs. • Kirpan - Sword: one of the 5 Ks, which signifies protection. • Kesh - Uncut hair: one of the 5Ks, which signifies spirituality. • Kara - Steel band worn on the right wrist: one of the 5Ks which signifies good deeds. • Kangha - Comb worn in the hair: one of the 5Ks which signifies cleanliness. • Kachera - Traditional underwear/shorts: one of the 5Ks which signifies self-discipline. • Guru Granth Sahib - Sikh Holy Book. • Langar - Gurdwara dining hall and the food served in it. • Golden Temple of Amritsar - The holiest Sikh gurdwara located in the city of Amritsar, Punjab, India. • Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539).
Social, Moral & cultural opportunities	Religion	
Spiritual cultrual	Sikhism	
British Values	Previous Learning End Point Assessment statements:	
Tolerance Mutual Respect Individual liberty Rule of law	End Point Assessment Statements:	
	I can make links to how Sikh’s practise their religion and the beliefs that underpin this I can identify the different levels of commitment that I show to different things and explain these priorities I can explain why Sikhs show different levels of commitment	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question	What is commitment?	How do Sikhs practise their religion?	What are the 5K’s?	How does a Sikh wedding show for far a Sikh will go for their religion?	How committed are Sikh’s to their religion?
Concept	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can identify the different levels of commitment that I show to different things and explain these priorities	I can make links to how Sikh’s practise their religion and the beliefs that underpin this	I can make links to how Sikh’s practise their religion and the beliefs that underpin this	I can make links to how Sikh’s practise their religion and the beliefs that underpin this	I can explain why Sikhs show different levels of commitment
Lesson Type	Engagement	Investigation	The 5 key Sikh beliefs	investigation	Expression
Review/ Revisit	Flashback to Y3/4 Recall the story of Buddha and what he did to try to be happy.	What is commitment- share something with partner that you are committed to.	Key vocabulary from last session in the reading task below.	The 5’ks	Quiz on unit knowledge
Read	Different definitions of commitment	Key vocabulary	Key vocabulary and match word with short description.	Revisit the 5 key Sikh beliefs	Quiz questions

<p>Teach</p>	<p>Teach the definition of commitment.</p> <p>Give a scenario of getting fit and healthy enough to play for a top school football team. In pairs discuss how far you would go to commit yourself to this.</p>	<p>Teach the 5 key Sikh beliefs:</p> <ol style="list-style-type: none"> 1- God is everthing (Sikhs see God as an energy source rather than a physical entity) 2- It is a Sikh's duty to serve others. 3- All people should be treated as equals 4- Sikhs should share what they can with others 5- Sikhs should earn their living honestly. <p>Watch the clip of the forming of the Khalsa. Guru Nanak expected Sikhs to give a lot to their religion. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-khalsa/zbkvrj6#:~:text=Simran%20tells%20the%20story%20of,whatever%20you%20have%20for%20God.</p> <p>Watch Sikh beliefs and worship: https://www.bbc.co.uk/programmes/p010xjz1</p> <p>Sikh services are always followed by a meal called the Langar. Sikhs give up money and food towards this. The Langar is important as Sikhs believe it shows that everyone is equal.</p> <p>The Golden Temple of Amritsar-the holiest gurdwara in Punjab India, Sikhs try to travel here. https://www.bbc.co.uk/programmes/p0114sp9</p>	<p>Sikhs also follow the 5k's to show their commitment to God and how far they will go to follow their religion. These are symbols that must be carried or worn at all times.</p> <p>Watch the clip: https://www.bbc.co.uk/programmes/p0113z57</p> <p>Kirpan - Sword: one of the 5 Ks, which signifies protection. Kesh - Uncut hair: one of the 5Ks, which signifies spirituality. Kara - Steel band worn on the right wrist: one of the 5Ks which signifies good deeds. Kangha - Comb worn in the hair: one of the 5Ks which signifies cleanliness. Kachera - Traditional underwear/shorts: one of the 5Ks which signifies self-discipline.</p>	<p>Ask the question: What is important when you are marrying somebody. Write on post its and stick on the board.</p> <p>A Sikh wedding is held in the gurdwara and a passage read from the holy book- Guru Granth Sahib</p> <p>Watch a video clip of a Sikh wedding.</p> <p>Discuss that some Sikh marriages are arranged marriages. What does this mean?</p>	<p>Review all of the differen ways Sikhs show their commitment to God- 5 key beliefs Story of Khalsa The langar The 5k's Marriage.</p>
<p>Practice</p>	<p>Stand in a continuum to show the range of commitment to this goal. Change th scenario and repeat.</p>	<p>Give key vocabulary and ask children to write/ describe what each of these are: Guru, Langar, Khalsa, Guru Nanak, the golden temple</p>	<p>Add and label the 5K's to a person template- label what each of these are and why they are worn or carried.</p>	<p>Debate: arranged marriage. Are Sikh's sacrificing everything to marry someone their parents have chosen? Do you think they could come to love the person over time? Are there any advantages of arranged marriages</p>	<p>Split into groups and give each one of the ways mentioned above. They have to argue/ debate and feed back to the group why theirs is the most important way of showing commitment.</p>
<p>Apply</p>	<p>Create your own continuum of things you are committed to with the most committed being at the top.</p>	<p>Make a poster of the 5 key Sikh beliefs.</p>	<p>Peer marking/ evaluation</p>	<p>List the pros and cons for Sikh's having an arranged marriage.</p>	<p>Give pictures to represent all of these and they are to order individually in books from what they think shows most commitment/sacrifice to God, down to least.</p>
<p>Reflect</p>	<p>Why are we more committed to some things than others?</p>	<p>Talk partners: how do you think these things show commitment to their religion?</p>	<p>Do you think anything is important enough to give uo your life for?</p>	<p>Does this show how far a Sikh will go for his/ er religion? Talk partners.</p>	<p>Answer the question as evaluation: how far would a Sikh go for their religion?</p>

Medium Term Plan: Are Sikh stories important today?

SACRE Objectives		Previous Vocabulary	New vocabulary
A3 – Know that stories can teach people how to behave. B3 – Explain the relevance of a Sikh story to a Sikh or non- Sikh person. C3 – Reflect on how Sikh stories can teach different people important lessons.		<ul style="list-style-type: none"> Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib. Amrit - The Sikh rite of initiation into the Khalsa. Khalsa - “The community of the pure”. The initiated Sikh community. Karah Prashad - Sanctified food distributed at Sikh ceremonies. 5 Ks - The symbols of Sikhism worn by Sikhs. Kirpan - Sword: one of the 5 Ks, which signifies protection. Kesh - Uncut hair: one of the 5Ks, which signifies spirituality. Kara - Steel band worn on the right wrist: one of the 5Ks which signifies good deeds. Kangha - Comb worn in the hair: one of the 5Ks which signifies cleanliness. Kachera - Traditional underwear/shorts: one of the 5Ks which signifies self-discipline. Guru Granth Sahib - Sikh Holy Book. Langar - Gurdwara dining hall and the food served in it. Golden Temple of Amritsar - The holiest Sikh gurdwara located in the city of Amritsar, Punjab, India. Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539). 	<ul style="list-style-type: none"> Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib. Guru Granth Sahib - Sikh Holy Book. Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539). Khalsa - “The community of the pure”. The initiated Sikh community.
Social, Moral & cultural opportunities	Religion		
Spiritual moral	Sikhism		
British Values	Previous Learning End Point Assessment statements:	End Point Assessment Statements:	
Tolerance Mutual Respect Rule of law	I can make links to how Sikh’s practise their religion and the beliefs that underpin this I can identify the different levels of commitment that I show to different things and explain these priorities I can explain why Sikhs show different levels of commitment	I can explain the relevance of a Sikh story to their beliefs I can explain how stories can teach people about what it important and how to behave I can explain how Sikh stories could teach different people important lessons	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Question	What makes a book special?	How do stories teach people about what is important and how to behave?	Can I explain how Sikh stories could teach different people important lessons?	Are Sikh stories important today?
Concept	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can explain how stories can teach people about what it important and how to behave	I can explain how stories can teach people about what it important and how to behave	I can explain how Sikh stories could teach different people important lessons	I can explain how Sikh stories could teach different people important lessons
Lesson Type	Engagement	Investigation	investigation	Expression/ evaluation
Review/ Revisit	What are the 5K’s	What are the 5 key Sikh beliefs	Flashback: What is the festival of Diwali? Festival of Light. Key vocab to discuss- Rangoli, Rama & Sita	Quiz of unit knowledge
Read	Revisit the 5K’s	Key vocabulary	The story below	Read the definitions of key vocabulary and match to the word
Teach	Bring in a Kindle and teachers favourite book. Start a discussion about which one is best. What do they think and why?	Show the Guru Granth Sahib in the Gurdwara. It teaches Sikhs how God wants them to live their lives. They show it great respect as they believe it is the Sikh’s last guru (great teacher) What do you think it teaches? What do you think it is about? Reflect back on what the other holy books you know teaches (eg Bible) https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-guru-granth-sahib/zms2t39 We are going to share some of the stories from this and see if they are still important today to Sikhs and non-Sikhs. Watch the story of Guru Nanak & the jasmine flower https://www.youtube.com/watch?v=tCVzaDGx5DM	Recap that the Sikh holy book is called the Guru Granth Sahib and that it shows Sikhs how God wants them to live their lives. Read the story of Bhai Lalo & Malik Bhago. The themes in this story are honesty and equality. Talk about if these are important today and where this is equality Discuss the definitions of honesty and equality.	Recap briefly the two stories already covered. Share the story of the birth of Khalsa https://www.bbc.co.uk/programmes/p010xvvn The theme of the story is courage and standing up for what you believe in. Discuss how this theme is relevant to Sikh’s/ non Sikh’s today. Share the story Guru Nanak and the cobra. The theme here is that Guru Nanak is very special as the first of the ten human Guru’s or teachers.
Practice	Talk about books that are special to them. Why? What makes them special? From someone they love/ first book they’ve read/ reminds them of a good memory etc. Share with a partner what you favourite story is and why.	Discuss the meaning behind the story and if they think it is still relevant today to Sikhs and non- Sikhs.	The themes in this story are honesty and equality. Talk about if these are important today and where this is equality. Children to write their ideas of where they think they might see inequality on post it notes and bring to stick on the board. Discuss these.	Debate: for and against the fact that Sikh stories still have relevance to life today.

<p>Apply</p>	<p>Discussion- relate back to Kindle vs book. Is it the physical book that is important or the information within it?</p> <p>Look at different rules for how different religious books are treated.</p> <p>Qu'ran- never kept on the floor, always high shelf above all others, wash hands before touch.</p> <p>Bible- bound with leather, gold lettering, best selling book in the world.</p> <p>Guru Granth Sahib- raised platform, treated as a human teacher</p>	<p>Children to make their own bowl from clay. While modelling, discuss what there is still more room for in the world. Think of one word eg goodness, kindness, honesty, happiness, peach to write down and float in their bowl.</p>	<p>Explore recent news articles in small groups that relate to inequality in our world today- race, gender, disability, poverty.</p> <p>Feed back to the class how this is an issue today.</p>	<p>Write a piece of persuasive language to the Minister for education to tell they why you think Sikh stories are important and should be part of the curriculum today.</p>
<p>Reflect</p>	<p>Reflect upon why these different holy books are treated so differently to normal books.</p>	<p>Mix pair share- share your word and why.</p>	<p>Reflect on if the story of Bhai Lalo and Malik Bhago still has an important message today.</p>	<p>What Sikh story do you feel has the most relevance to you and why?</p>