

Unit title	Year	Background notes
<b>Why is the gurdwara an important place for the Sikh community?</b>	<b>6</b>	<p>This unit should draw on the knowledge, skills and attitudes developed in a set of previous RE units, in particular, those relating to the church building (Year 2), the Hindu mandir (Year 3), the synagogue (Year 4), and the mosque (Year 5). At various times, pupils should also already have been given the opportunity to think about the role of special places in their own lives.</p> <p>This unit focuses on the gurdwara which, in the Sikh community, is more than simply a place of worship. It is also a place where the Sikh community meets, eats and learns together. Teachers will need to explore all the distinctive features of the gurdwara rather than seeing it simply as a Sikh version of a church building. Schools are encouraged to visit a gurdwara in order to show its place in the lives of Sikhs today: there are two gurdwaras in Redbridge, both of which welcome visitors. Some schools have experimented with turning part of a classroom into a gurdwara (see the video programme which has been produced to support the Foundation Stage). Notice how this plan gives all pupils the opportunity to relate what they are learning to their own lives and experiences. In the last suggested activity, it also gives them an opportunity to apply what they have learned. As such, this activity could be used for assessment purposes.</p> <p><b>Please note</b></p> <p>The activities below are meant only as a guide; teachers should feel free to adapt &amp; develop activities to meet the needs of their individual classes. The key questions &amp; associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key Questions	Key concepts/ vocabulary	Learning Outcomes	Suggested activities	Resources
<b>Which places of worship have we studied/visited?</b>	Places for worship	I can show understanding why Christians/Hindus/Jews/Muslims use different ways of expressing their beliefs eg through symbols, sounds and language. (Level 4)	<ul style="list-style-type: none"> <li>Brainstorm the places of worship studied or visited in previous years ie. church, mandir, synagogue or mosque.</li> <li>Small group tasks: each group chooses a place of worship and (1) identifies the symbols or special objects seen and (2) explains how the symbols/ special objects show the beliefs of the people who worship there.</li> </ul>	Pictures of special places (eg for the teacher or learning support assistant)
<b>How did the symbols/special objects/special actions show the beliefs of the people who worshipped there?</b>	Symbols  Beliefs	I can use the right specialist terms in describing and explaining the similar and different ways in which religious people express their beliefs through their places of worship (Level 5)	<ul style="list-style-type: none"> <li>The small groups present their findings to the rest of the class.</li> <li>Some children will be able to explain the similar and different ways in which religious people express their beliefs through their places of worship</li> </ul>	Non-fiction resource books to support the small group work

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<b>What symbols can be seen outside/inside a gurdwara?</b>	<i>Gurdwara</i> as 'door to the Guru'	I can use religious words to describe how Sikhs show their beliefs through symbols inside/outside a gurdwara (Level 3)	<ul style="list-style-type: none"> <li>Watch schools video/dvd programmes which show worship at a gurdwara. Ask the children to note key features outside/inside the gurdwara as they watch.</li> <li>Use resource books to identify further symbols and symbolic actions of Sikh worship in the gurdwara.</li> <li>Collect pictures of gurdwaras around the world</li> </ul> <p><b>If used as an assessment task, see separate sheet.</b></p> <p><b>Assessment Task: Part 1 Preparation</b></p> <ul style="list-style-type: none"> <li>Small group tasks: each group selects one of the following features as a basis for their research/activities:               <ul style="list-style-type: none"> <li>research/make a Nishan Sahib (Sikh flag with khanda)</li> <li>research and make some karah parshad (use equal amounts of sugar and water heated together in a saucepan. In another saucepan, heat equal amounts of clarified butter or margarine and semolina. Mix together the contents of both saucepans)</li> <li>research stories about two of the Gurus eg Guru Nanak and Guru Gobind Singh</li> <li>research the Guru Granth Sahib, what it is, how it is read and how it is treated as a living teacher</li> <li>research the langar and the reasons for it</li> <li>research the concept of 'sewa', devotional service and why this is important to Sikhs</li> <li>research what Sikhs do when they worship in the gurdwara</li> </ul> </li> </ul> <p>Each small group should share its findings with the rest of the class</p> <ul style="list-style-type: none"> <li>Plan a visit to a gurdwara and plan 'interview' questions:               <ol style="list-style-type: none"> <li>discuss rules for the visit eg removing shoes, covering heads</li> <li>identify questions to ask the Sikh hosts to discover why each of the above features is important for Sikhs eg. Why is the nishan sahib important to Sikhs? Why is the langar important in Sikh worship?</li> </ol> </li> </ul>	Tape of Sikh kirtan (devotional singing)
	Nishan sahib: Sikh flag			BBC 'Pathways to Belief' video on Sikhism
	Khanda: the Sikh symbol			
	Guru Granth Sahib	I can show understanding of how Sikhs express their beliefs through – the Nishan Sahib, kara parshad, stories about the Gurus, the Guru Granth Sahib, the langar, sewa and worship (Level 4)		Internet sites (see below)
	Pictures of the Gurus			Resource books
	Karah parshad			Storybooks
	<i>Sewa</i> (devotional service)			Internet sites
	<i>Langar</i> (communal kitchen)	I can use the right religious words to describe what Sikhs do when they visit the gurdwara (Level 4)		Photographs
Worship		Interviews with Sikh visitors: parents/ members of staff		

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<p><b>Why is the gurdwara a special place for the Sikh community?</b></p> <p>A visit to a gurdwara</p>	<p>Gurdwara Nishan Sahib Khanda Guru Granth Sahib Pictures of the Gurus Kara Parshad Sewa Langar</p>	<p>I can use my skills of investigation, questioning and recording to show understanding of how Sikhs express their beliefs through symbols and actions in the gurdwara. (Level 4)</p>	<ul style="list-style-type: none"> <li>• Visit the gurdwara and interview the Sikh hosts.</li> <li>• The children should collect the information for the assessment task in writing, drawings, on tape, through photographs.</li> </ul>	<p>Cameras</p> <p>Tape recorders</p> <p>Sketch/note pads</p>
<p><b>Why is the gurdwara a special place for the Sikh community?</b></p>	<p>Gurdwara Nishan Sahib Khanda Guru Granth Sahib Pictures of the Gurus Kara Parshad Sewa Langar</p>	<p>I can show understanding of how Sikhs express their beliefs through symbols and actions in the gurdwara (Level 4)</p> <p>I can use the right specialist terms to describe and explain how Sikhs express their beliefs through symbols and actions in the gurdwara (Level 5)</p>	<p><b>Assessment task: Part 2</b></p> <p><b>Small group task:</b> Using the information gained in Part 1 of the assessment task (from books, internet sites, photographs, from the visit to the gurdwara and from interviews with Sikh hosts/visitors), each small group presents their answer to the question, <b>Why is the gurdwara a special place for the Sikh community?</b> through one of the following:</p> <ul style="list-style-type: none"> <li>- A guidebook on the gurdwara (this must include explanations as well as descriptions of what is seen) for other Year 6 children</li> <li>- A powerpoint presentation of the gurdwara and its special meaning for Sikhs</li> <li>- A model of a gurdwara with detailed labels explaining the importance of each of its features</li> <li>- Models of one/two selected features (eg the nishan sahib or khanda or langar) with detailed labels explaining the importance of these selected features. (For less able children).</li> </ul>	<p>Computers</p> <p>Model making materials</p>

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			<p><b>Peer assessment:</b></p> <p>Each group should present their task to the rest of the class. The children should take part in the assessment process, considering whether each group has:</p> <ul style="list-style-type: none"> <li>a. identified clearly the important features of the gurdwara</li> <li>b. described the links between these features and Sikh beliefs</li> <li>c. used the right specialist terms in their descriptions</li> <li>d. shown a good understanding and explanation of why these features make the gurdwara a special place for Sikhs</li> </ul>	