

Unit title	Year	Background notes
<b>Why are the Gurus important for Sikhs today?</b>	<b>6</b>	<p>In this unit, pupils will learn about the role of the ten human Gurus as spiritual teachers, having considered what makes a good teacher and learner. They will look at stories and episodes in the lives of some of the Gurus, and explore the events at Anandpur in 1699, when Guru Gobind Singh called together the Sikh community and founded the Khalsa, the brotherhood of Sikhs. This work builds on stories about Guru Nanak told during Foundation Stage and Year 1. There are opportunities within the unit to show how values can be communicated through story, language and architecture, using the Golden Temple as a stimulus. Throughout the unit, there are links with both literacy and the striving of many schools to become self-reviewing learning communities.</p> <p>Redbridge SACRE briefing paper 3, Sikh Appearance and Identity, is an invaluable support for this unit.</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>What makes a special teacher and a good learner?</b>	Teacher Learner	I can compare some of the qualities/people that influence me with those that influence other people (Level 3)	<ul style="list-style-type: none"> <li>Share in pairs what makes a good teacher and a good learner. Report back to the class. What are the differences between the qualities in a good teacher and the qualities in a good learner?</li> <li>Write an advertisement for a special teacher. Imagine it is for a school that has had lots of problems, so it needs a good teacher to help. List the qualities that the children would like from their teacher</li> </ul>	
<b>Why is a Guru a special teacher for Sikhs?</b>	Guru Guidance for living	I can use the right religious word to describe a Sikh guru or teacher (Level 4)	<ul style="list-style-type: none"> <li>Introduce the word <b>guru</b> as important to Sikhs, meaning a teacher who teaches people about God and how to live their lives</li> <li>Explain that Sikhs honour ten Gurus, the Ten Gurus: men who lived in the <b>Panjab</b> region of India between the 1400s and 1700s. The first was <b>Guru Nanak</b>, the fifth <b>Guru Arjan</b>, the sixth was <b>Guru Hargobind</b> and the last <b>Guru Gobind Singh</b></li> </ul> <p>(The word 'Guru' is also used about the Sikh holy book, the Guru Granth Sahib, as Sikhs believe the book is like a 'living teacher')</p>	

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<p><b>Who was Guru Nanak and why is he significant for Sikhs?</b></p>	<p>Guru Symbolism</p>	<p>I can show understanding of why Sikhs use different ways of expressing their beliefs about Guru Nanak (Level 4)</p> <p>I can identify what has influenced/inspired me and the beliefs important to Sikhs (Level 4)</p>	<ul style="list-style-type: none"> <li>• Look at a selection pictures or posters of Guru Nanak. What does the image tell you about him? Why has the artist painted Guru Nanak in this way? What do you think he was trying to show?</li> </ul> <p>Focus on the light around him, his raised hand, perhaps symbols such as Ik Onkar (One God) on his hand, his kind expression, his half-closed or lowered eyes symbolizing him reflecting on God.</p> <ul style="list-style-type: none"> <li>• Read/watch the story about the Guru disappearing after bathing in the river. Discuss his friends' thoughts and feelings when he was missing and their feelings when he told them he had been with God.</li> <li>• Discuss the importance of the story for Sikhs today.</li> <li>• Ask the children to draw around their hand on card and draw in the centre a symbol which represents an important aspect of their personality, just as Guru Nanak is shown with the Ik Onkar on his hand.</li> </ul>	<p>Poster of the Ten Gurus</p> <p>Picture of Guru Nanak</p> <p>Quest animated story of Guru Nanak</p>

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<p><b>What stories told about Guru Nanak and by Guru Nanak teach Sikhs how to behave?</b></p>	<p>Moral choices and decisions</p>	<p>I can describe what a Sikh might learn from the stories studied (Level 3)</p> <p>I can understand that moral decisions have consequences and that Guru Nanak's choices were based on his beliefs and values (Level 4)</p>	<ul style="list-style-type: none"> <li>• Read a story eg <b>Guru Nanak and the holy men</b>. Discuss Guru Nanak's dilemma and choice, between using the money according to his father's instructions doing what he felt was right. Was it easy or hard for Guru Nanak to make his choice? Was Guru Nanak right? Would he have done the same thing if they had been poor but not holy men, what if they had been poor children? Ask pupils to discuss these questions in pairs, record their answers on cut-out speech bubbles and display these on the wall for further discussion.</li> </ul> <p><b>If used as an assessment task, see separate sheet.</b></p> <p>Read/watch the story of <b>Malik Bhago and Lalo</b> and brainstorm as a class the messages that they feel there are in the story. What is Guru Nanak teaching about life? Use questions to explore the levels of meaning within the story</p> <ul style="list-style-type: none"> <li>• Discuss Guru Nanak's dilemma and choices in this story. Were they easy or difficult choices? How did Guru Nanak's choice affect the feelings of Malik Bhago and Lalo? How might it have changed the way other people present saw Malik Bhago and Lalo? Would it affect their lives in the future?</li> <li>• Rewrite the story, set it as a play or write a poem from the viewpoint of Malik Bhago, Lalo or a person present at the scene.</li> <li>• Why are the two stories above important to Sikhs today? Invite a Sikh to speak to the class.</li> <li>• Create a special class book or display on the teachings of Guru Nanak.</li> </ul>	<p>BBC video/ DVD: 'Pathways of Belief' on Sikhism</p> <p>Guru Nanak by E Nesbitt &amp; G Kaur (RMEP, ISBN 1-851-75-192-0)</p>

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<p><b>How do Sikhs remember the Fifth Guru, Guru Arjan?</b></p>	<p>Devotion Symbolism Pilgrimage</p>	<p>I can show understanding of how Sikhs use symbolic language to express what they believe about God (Level 4)</p>	<ul style="list-style-type: none"> <li>• Discuss with the children the reasons why Guru Arjan is remembered:               <ol style="list-style-type: none"> <li>1. he wrote many hymns to God</li> <li>2. he was largely responsible for compiling the sacred scripture, the Adi Granth, which later became the Guru Granth Sahib</li> <li>3. he excavated a large lake and built a gurdwara at the centre. This became known as the Golden Temple but is called by Sikhs the Harimandir Sahib. It is in Amritsar, in the Punjab, Northern India.</li> </ol> </li>   <li>• <b>Hymns in the Guru Granth Sahib:</b> Discuss the contents of the Guru Granth Sahib, that there are no stories in it, it is a series of hymns of praise to God which are sung and discussed during worship in the gurdwara.</li> <li>• Look at some verses from the Guru Granth Sahib, discuss the meanings and the images of God suggested. Use the examples below or others from the Nit Nem or a Sikh website 'The feet (Divine Words) of God are as sweet as honey'</li>   <p><i>'God, Who created the creation, exists and will exist for ever, and will not depart when the creation disappears'</i></p> <p><i>'God is worshipped everywhere</i></p> <p><i>God showers His gifts on all at all places'</i></p> <p><i>'Some wander and talk a lot; but none has obtained the Divine Word through mere empty talk'</i></p> </ul> <ul style="list-style-type: none"> <li>• In small groups, write some of the verses for display and devise visual symbols to illustrate their meaning.</li> </ul>	<p>A Nit Nem : a small book of daily prayers used for recitation in the home.</p>

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		<p>I can show understanding of how Sikhs use symbolism in their architecture to express what they believe and their worship (Level 4)</p>	<ul style="list-style-type: none"> <li>• <b>The Golden Temple:</b> Show some pictures of the Golden Temple and talk about first impressions of the building. Write down any questions</li> <li>• Identify some of its features and its symbolism: eg idea of building a paradise on earth; a walkway over the holy water, around and into the temple; the structure of the shrine mixing the rectangular form of the Hindu temple with the dome and minarets of the mosque showing harmony; entrances on all four sides symbolising accessibility to all people; built so that you have to step down into it to show humility</li> <li>• Create a model of the Golden Temple, either as a class or in small groups, and attach labels explaining each part and why it is important/symbolic.</li> <li>• Invite someone who has visited/been on pilgrimage to the Golden Temple to speak about their experience.</li> </ul>	<p>www.sgpc.net (official site of Golden Temple)</p> <p>Sikh visitor who has been to the Golden Temple of Amritsar</p>
<p><b>How do Sikhs remember their sixth Guru, Guru Hargobind, at Diwali?</b></p>	<p>Equality Belief and moral choices</p>	<p>I can show how the beliefs and teachings of the Gurus affected other people's lives (Level 4)</p> <p>I can understand that moral decisions have consequences and that different choices are often based on different beliefs and values (Level 4)</p>	<ul style="list-style-type: none"> <li>• Tell/read the story '<b>Guru Hargobind sets free the Hindu Princes</b>' The story tells of the Guru's long cloak with 52 fringes so each of the 52 imprisoned princes could walk to freedom along the narrow corridors of the palace. Its theme is equal rights for all regardless of religious differences.</li> <li>• Discuss what the story shows about Guru Hargobind's beliefs and his moral choices.</li> <li>• Talk about people today who are not treated equally/fairly and how the actions of others can/could/do make a difference: discussion could range from situations in Britain and worldwide. Examples could be collected from newspapers and TV reports</li> <li>• Record examples from the children's discussions for display on a large and narrow cloak with 52 fringes.</li> </ul>	

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<p><b>What happened when Guru Gobind Singh called Sikhs together in 1699?</b></p>	<p>Khalsa/ Brotherhood Identity Symbols of dress and name</p>	<p>I can show understanding of why Sikhs use symbols of dress and common names to express what they believe (Level 4)</p> <p>I can describe and explain some of the commitments and challenges of belonging to a religious or secular group (Level 5)</p>	<ul style="list-style-type: none"> <li>• What could brotherhood and sisterhood mean? How do we show brotherhood and sisterhood both at home and in school? How is the school like a family? How do we show we are linked together as a community in school?</li> <li>• Read the story of Baisakhi and discuss why Guru Gobind Singh wanted all Sikhs to feel part of a community, the Khalsa. What difference would it make to them? Discuss the symbols which established a sense of belonging: the Five Ks and the names 'Kaur' and 'Singh'.</li> <li>• Explore the symbolism of the Five Ks (using photocopiable sheet)</li> <li>• <b><u>My community, its symbols and how it makes me feel:</u></b> ask the children to reflect on the 'communities' they belong to and the ways of showing belonging; it may be having a family name, wearing school uniform or a religious symbol. Discuss the value or advantages of feeling part of a community and the responsibility it brings.</li> <li>• The children's responses could be recorded in painting, annotated pictures or in writing.</li> </ul>	<p>BBC 'Pathways to Belief' video on Sikhism</p>