

Units of Work to Support RE at Key Stage 2

Dear Colleagues,

It gives me great pleasure to be able to introduce these units of work which have been developed from the work done by the original Agreed Syllabus writing group in 2010. Each of the units has been re-done according to the following formula:

1. a unit would fit onto one side of A4 so that teachers could use them easily
2. that reference to specific resources should be removed unless they were thought to be essential – and still available on the internet – so that teachers would not feel constrained because they could not access a specific resource
3. that the **context** would reference the Agreed Syllabus 2011
4. that references to levelled assessment should be removed

The units were never intended to give a complete scheme of work. Rather they have been developed to give teachers ideas from which to plan. Each unit is designed to cover half-a-terms work in RE with the understanding that teachers will add to what they see. They can also be used as a starting point for discussion about the way RE should be delivered.

The units here have been looked at again by members of the writing group and members of SACRE. If, though, you have any questions about the units you can refer them to the RE Adviser by e-mailing dhampshire@cornwall.gov.uk

I hope you find them useful and if you would like to design your own to share with others you can do so and send them to me at the e-mail above and I shall put them onto SACRE's website.

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County Adviser for RE

Revised units of Work for the Cornwall Agreed Syllabus 2011 – Primary

KEY STAGE 2

1. Hinduism

Unit title: How do Hindus express their faith and what does it tell us about their values?	
Specific theme: Exploring the beliefs and practices of Hindus	
Context	Key Concepts
<p>1h Describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>2a Reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p>3b Hinduism</p> <p>3c Beliefs and questions: how people's beliefs about God, the world and others impact on their lives</p> <p>3j Religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life</p> <p>3n Considering a range of human experiences and feelings</p>	<p>For many Hindus, religion is a matter of practice rather than of beliefs.</p> <p>The belief that there is one God – Brahman – manifested in a pantheon of gods.</p> <p>Within each person there is a true self – Atman – and that this need to be liberated – Moksha – to become absorbed into Brahman once again.</p> <p>Hindu values:</p> <ul style="list-style-type: none"> Devotion to God Respect for mother and Mother Earth Respect for father and ancestors Respect and care for others and all living things The importance of honesty
Main elements of the unit	Suggested activities
<p>Explore the ways in which Hindus express their faith.</p> <p>Worship (puja) takes place in the home or in the Mandir (temple).</p> <p>Shrine - Arti ceremony</p> <p>Role of divine images</p> <p>Havan</p> <p>Yoga, meditation and mantra</p>	<p>Look at images of Hindus on books and on the internet and discuss the rich diversity within Hinduism.</p> <p>Create a Hindu shrine in the classroom; what should it look like? What key elements need to be present?</p> <p>Study a range of images of gods/goddesses and retell their stories through drama and art.</p>
<p>Festivals and the Hindu calendar.</p> <p>The importance of pilgrimage.</p>	<p>Explore one Hindu festival and how it might relate to pilgrimage for Hindus.</p> <p>Look at how Hindu festivals can be similar and dissimilar to festivals pupils' experience.</p>
<p>Key beliefs and values.</p> <p>The four ashramas</p>	<p>Act out initiation into the one or more of the four ashramas or present them in a story board form either as individuals, as small groups or as a class.</p>
Key Questions	
<p>How does worship in a Hindu family help to transmit Hinduism to the next generation?</p> <p>Is family always important?</p>	<p>How might being a Hindu be an issue if you lived in Cornwall?</p> <p>In what way do stories embed beliefs, attitudes and values?</p>

2. Christmas as an international phenomenon

Unit title: How is Christmas celebrated around the world?	
Specific theme: Forms of expression and Values and commitments	
Context	Key Concepts
<p>Pupils should be taught to</p> <p>1c describe the variety of practices and ways of life in religions and understand how these step from, and are closely connected with, beliefs and teachings.</p> <p>2d discuss their own and others' views of religious truth and belief, expressing their own ideas.</p> <p>3a Christianity</p> <p>3g symbols and religious expression: how religious and spiritual ideas are expressed</p> <p>3q developing the use of ICT, particularly enhancing pupils' awareness of religions and beliefs globally.</p>	<p>That Christmas is celebrated differently in different countries around the world. That there are similarities between the rituals and traditions in different countries rooted in different Christian cultures. That the date on which Christmas is celebrated is different in some countries.</p> <p>Christian's celebrate the arrival of Jesus, God's Son. They are grateful for this generous act, both because of what Jesus brought to earth (a message from God, the life of a good role-model, miracles and help to the needy) and because through his death and resurrection Jesus would grant all of humanity a fresh start, a closer relationship with God and eternal life. Christmas celebrates the arrival of a King and a suffering servant.</p> <p>Advent is the period of preparation for the celebration of the birth of Jesus.</p>
Main elements of the unit	Suggested activities
<p>Pupils investigate how people in their class celebrate Christmas, if at all, exploring similarities and differences.</p> <p>Pupils explore whether these celebrations relate to beliefs held or to cultural and family traditions.</p>	<p>Circle time activity.</p> <p>Letter writing – explaining what happens in my family and why – to someone in another country.</p>
<p>The origins and meaning of Christmas for many Christians in the country.</p> <p>The Christmas stories and how there are two different accounts in the New Testament and how they become one story in the Nativity Play.</p>	<p>The class write a Nativity Play in the style of a Mystery Play making clear the theological significance of the birth of Jesus in the Christian tradition.</p>
<p>Exploring how Christmas is different in different parts of the world, focussing on the difference between northern and southern hemispheres and East and West, including St Lucy's Day and St Nicholas's Day and the Epiphany/Theophany.</p>	<p>Invite in parents/guests who might have had a very different experience of Christmas to explain and demonstrate those differences.</p> <p>Pupils choose a country to investigate using the Internet to see if they can find specific Christmas traditions they then present to class.</p>
Key Questions	
<p>What distinguishes Christmas as a cultural celebration and a religious celebration?</p> <p>Should people who are not Christian be allowed to have a holiday at Christmas?</p>	<p>What can we learn about Christmas by looking at how it is celebrated in different countries?</p> <p>Why do people who are consciously not Christian also celebrate Christmas in our country?</p>

3. The prophets in Islam

Unit title: Why are the stories of the Prophets so important to Muslims	
Specific theme: Beliefs, teachings and sources.	
Context	Key Concepts
<p>1a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>2c respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p>2f reflect on sources of inspiration in their own and others' lives.</p> <p>3b Islam</p> <p>3h inspirational people: figures from whom believers find inspiration</p> <p>3l encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community</p>	<p>The Prophets were the messengers of Allah and his guidance comes through these messengers and their books. Muhammad was the final Prophet and the recipient of the final Divine revelation in the Arabic language.</p> <p>Sunnah demonstrates the custom and practice of the Prophet Muhammad. Hadith is the record of the sayings and actions of the Prophet Muhammad.</p> <p>The Books of Guidance: Scrolls of Ibrahim, Tawrah, Zabur (the Book of Psalms), Injil (New Testament) and the Qur'an.</p> <p>Islam is a way of life based on the Oneness of Allah and the role and status of the Prophet Muhammad. Anyone can become a Muslim.</p>
Main elements of the unit	Suggested activities
<p>Study the life of the Prophet Muhammad identifying key events that led to him becoming the most revered of all the Messengers of Allah.</p>	<p>Tell the story of Muhammad and ask pupils to do one of the following: Use drama to re-enact the key events in his life Storyboard the key events Write a biography of Muhammad</p> <p>Create a map charting key places and annotate to show where and when key events took place</p>
<p>Research the Messengers/Prophets of Allah starting with Adam and ending with Muhammad.</p>	<p>Pupils tell/act out some of the favourite stories of the Prophets they have studied. Ask children to rewrite one of the stories for a modern day audience.</p> <p>Discuss the messages being conveyed in the stories and whether they are relevant to people today, not just Muslims. Compare and contrast the role of the Prophets as they appear in the Qur'an as opposed to their status in other sacred texts studied; ie the Bible or the Torah.</p>
<p>Discuss how the stories of the Prophets have influenced the way Muslims lead their lives today.</p>	<p>Arrange a visit from a member of the Muslim community willing to discuss their faith and way of life with the pupils. Pupils prepare key questions to ask about the influence of the Prophets on Muslims.</p> <p>Pupils choose one of the Prophets studied (not Muhammad) and say why they feel his story sets a good example to Muslims today.</p>
Key Questions	
<p>How is the idea of 'the prophet' understood by Muslims?</p>	<p>Do Christians understand the Bible in the same way Muslims understand the Qur'an?</p>
<p>Why might Muslims get upset if they felt the Prophet was being insulted?</p>	<p>To what extent should non-Muslims show respect to the Qur'an as a sacred book for Muslims?</p>

4. Jesus in Christian belief

Unit title: Beliefs, teachings and sources	
Specific theme: What Christians believe about Jesus.	
Context	Key Concepts
<p>1e investigate the significance of religion in the local, national and global communities</p> <p>2d discuss their own and others' views of religious truth and belief, expressing their own ideas.</p> <p>3a Christianity</p> <p>3c beliefs and questions: how people's beliefs about God, the world and others impact on their lives</p> <p>3m discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p>	<p>That the stories about Jesus give a complex view of his identity and these views shape Christian belief.</p> <p>That the writings in the New Testament explore the identity of Jesus in relationship to God and to humanity but do not give a coherent view of these relationships and that Christians today are still debating these issues.</p> <p>That as human's we search for meaning in our world and that for many Christians Jesus supplies that meaning.</p> <p>That belief about Jesus is culturally significant for our society.</p>
Main elements of the unit	Suggested activities
<p>Jesus as the Son of God</p> <p>Read and compare the stories of the baptism of Jesus (Mark 1:1 – 13) and his transfiguration (Mark 9:2 – 13)</p>	<p>Identify key words and concepts in the stories.</p> <p>Look at pictures of these two events in art. Explore the meaning of the stories and see if that is conveyed by the art studied</p>
<p>Jesus as a vulnerable human being (Son of Man)</p> <p>Read the story of Jesus in the Garden of Gethsemane (Mark 14:26 – 50)</p>	<p>Explore the feelings and emotions of Jesus, identify the key moment in the story.</p> <p>Through poetry communicate the feelings that Jesus had at this moment in the story.</p>
<p>Jesus in the Form of God but Emptied and Exalted</p> <p>Read Philippians 2:5 – 11 one of the earliest hymns about Jesus that still exists</p>	<p>Discuss and write about why belief is often expressed through poetry. Look at major themes in the hymn and explore what they might have meant to the person(s) writing it.</p> <p>Discuss how belief changes as a result of changes in language and location.</p>
Key Questions	
<p>How do the stories of Jesus express the complex view of his identity?</p> <p>What did early Christians believe about the nature of Jesus?</p>	<p>Why are books of the New Testament such an important resource for modern Christians?</p> <p>What would Christians find inspiring in these key passages about Jesus?</p>

5. Core beliefs and practices in Sikhism

Unit title: What do the 5 Ks tell us about Sikhism?	
Specific theme: Beliefs, teachings and sources and Identity and belonging	
Context	Key Concepts
<p>1c describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</p> <p>1i Use specialist vocabulary in communicating their knowledge and understanding</p> <p>2a reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p>3b Sikhism</p> <p>3e beliefs and questions: how people's beliefs about God, the world and others impact on their lives</p> <p>3j Religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life</p>	<p>The origins of the Khalsa and the meaning of the 5 Ks.</p> <p>Kesh is uncut hair and symbolises spirituality.</p> <p>Kara is a steel bracelet; a symbol of God's eternity and good deeds.</p> <p>Kangha is a wooden comb is a symbol of cleanliness.</p> <p>Kaccha is a pair of long shorts representing self discipline.</p> <p>Kirpan is a ceremonial sword used as a sign of protection of the weak.</p> <p>To understand the significance of the 5 Ks as a religious way of life that differs from other religions in that it expresses the belief that the One God judges a person's actions rather than their religious labels.</p>
Main elements of the unit	Suggested activities
Explore the meaning of each of the 5 Ks	<p>Review symbolism and ask children to give familiar examples.</p> <p>Play memory games to familiarise children with the vocabulary of the 5 Ks. Develop this to link symbols with words and meanings.</p> <p>Draw 5 symbols to represent 5 Ks- create a class display. Study real artefacts and recreate.</p>
Research the story of Guru Gobind Singh, the 10 th Guru, and how the Khalsa came about.	<p>Tell brief history of Sikhism, the youngest religion, and the 10 Gurus. Children can then focus on Guru Gobind Singh and the story of Khalsa.</p> <p>Use drama and/or storytelling through words or pictures to retell the story.</p> <p>Discuss which other religions use baptism and contrast and compare.</p>
Interview members of the Sikh community about the 5 Ks and what they mean to them and how they live their lives.	<p>Children discuss and make up questions they would like answered on the 5 Ks.</p> <p>Use hot-seating to allow children to question and understand.</p>
Key Questions	
<p>Why do humans want to identify with something through the use of signs? (Religion, sport, community, school)</p> <p>Why do some religious traditions reject all symbolism?</p>	<p>What do each of the 5Ks indicate and what do they tell us about Sikhs?</p> <p>Why would some Sikhs choose to wear some but not all of the 5Ks?</p>

6. Sainthood living

Unit title: What can Christians learn from the Saints?	
Specific theme: Practices and ways of life and Values and commitments	
Context	Key Concepts
<p>1c describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</p> <p>2c respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p>3a Christianity</p> <p>3h inspirational people: figures from whom believers find inspiration</p> <p>3n considering a range of human experiences and feelings</p>	<p>That people are declared saints and some churches have a process of 'making' someone a saint. Some churches consider all their members 'saints'.</p> <p>Why the cult of saints grew up and why some churches celebrate saint's days and why, in some traditions, Christians pray to saints.</p> <p>'Holiness' means set apart for God, which involves: avoidance of sin, victory over temptation and the cultivation of Christian virtues (faith, hope and love.)</p> <p>The role of Saints as missionaries: the Celtic Missionaries and St. Boniface.</p>
Main elements of the unit	Suggested activities
Analyse the lives of various saints identifying the events that led to their sainthood and attributing values and commitments to the saints studied.	<p>Tell the story of a / a few remarkable saints. Explain what you have to have achieved in order to become a saint.</p> <p>Pupils identify images/events from the story/stories which provide evidence that a saint has met each of the criteria and justify their choices</p> <p>Design emblem to represent a particular Saint to represent his life, values and commitments explaining the reasoning behind their choices.</p>
Take part in a re-enactment of a saints day celebrations from the Christian Calendar e.g. All Saints day, patron saint etc	<p>Re-enact contrasting rituals/celebrations alongside explanations behind each of the elements.</p> <p>Pupils reflect on how they felt during the rituals and whether they have a renewed understanding of the impact the Saints have had on the lives of believers.</p> <p>Pupils compare differing attitudes towards Saints from differing denominations.</p>
Interview an individual for whom a saint has particular importance (whether it be the patron saint of their particular occupation or simply a saint whose values are close to their hearts.)	<p>Role-play / interview a representative of the Christian faith</p> <p>Encourage pupils to generate questions to ask about its significance to individuals, the community and the history of Christianity, with particular emphasis on how the significance of the Saint can be seen through their values and commitments.</p> <p>Children reflect on whether the interviewee is representative of all Christians.</p>
Key Questions	
Why do people who have died remain significant for us?	Who should decide on whether someone is a saint?
In what way could all Christians be described as saints?	What would constitute holiness in my life?

7. Creeds

Unit title: What do Christians believe about Jesus?	
Specific theme: Beliefs, teachings and sources and Meaning, purpose and truth	
Context	Key Concepts
<p>1j Use and interpret information about religions from a range of sources.</p> <p>2f Reflect on sources of inspiration in their own and others' lives.</p> <p>3a Christianity</p> <p>3d teachings and authority: what sacred texts and other sources say about God, the world and human life</p> <p>3m discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p>	<p>That Jesus is the Word Made Flesh and is both human and divine. That this belief is expressed in scripture, liturgy and creeds.</p> <p>That Jesus is seen as the fulfilment of Old Testament prophecies.</p> <p>That in his birth, life, death, resurrection and ascension Jesus has transformed humanity and human history.</p> <p>That Christians expect Jesus to come again to judge the living and the dead and to bring about a new and perfect reality.</p>
Main elements of the unit	Suggested activities
Analyze what the Bible and Christian liturgy tell us about Jesus	<p>Look at John Chapter 1 as a key text. Look at how Matthew's Gospel uses the Old Testament to show that Jesus fulfils the hopes of an expectant people.</p> <p>Compare and contrast the Apostles and the Nicene Creed</p> <p>Look at a selection of Christian prayers to see what they tell readers about the nature of God.</p>
<p>Look at how Jesus has been represented in art.</p> <p>Interview representatives of the Christian faith about what they believe about Jesus and why that is important to them.</p>	<p>Pupils look at a variety of representations of Jesus over the ages and explore what the artist was trying to communicate about Jesus.</p> <p>Consider whether the views of those interviewed are representative of Christians in general.</p> <p>Compare the beliefs of Christians with your own regarding ultimate questions.</p>
Consider the evidence supporting Christian claims about Jesus and the role of faith in determining what is true	<p>Consider the evidence surrounding claims about Jesus and discuss the difference between someone who requires 'seeing to believe' and someone who does not.</p> <p>Identify other beliefs for which we have only accepted evidence on trust. Consider who different people trust more than others and how this affects what they believe to be true.</p>
Key Questions	
<p>What do Christian prayers tell us about Christian beliefs about Jesus?</p> <p>Can one picture ever capture or communicate who Jesus is?</p>	<p>Why is Jesus such an enduring figure for artists and musicians, some of whom aren't Christian?</p> <p>Is it ever possible to use language to communicate 'mystery'?</p>

8. Sacred Scripture

Unit title: What is the Bible and how is it used?	
Specific theme: Beliefs, teachings and sources and Identity and belonging	
Context	Key Concepts
<p>1c describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</p> <p>2f reflect on sources of inspiration in their own and others' lives.</p> <p>3a Christianity</p> <p>3d teachings and authority: what sacred texts and other sources say about God, the world and human life</p> <p>3j religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life</p> <p>3l encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community</p>	<p>The Bible as a library of books.</p> <p>The structure of the Bible. Old and New Testaments.</p> <p>That the contents of the Old Testament are different in different denominations.</p> <p>The origins and development of the Bible and its continuing popularity today; the importance of the translation of the Bible so that for everyone to read for themselves and statistics recording its continued popularity today across the word. The Bible as "The Word of God" or/and "inspired scripture" – literalist and non-literalist interpretations.</p> <p>Use of the Bible for consolation, communing with God, getting advice, a source of truth and a record of the most important story.</p>
Main elements of the unit	Suggested activities
Explore the history and structure of the Bible, exploring the different genres found in the Bible.	<p>Play games and quizzes designed to familiarize children with the structure of the Bible.</p> <p>Learn, retell, act out, sequence the history of the Bible</p> <p>Compare the school/public library to the Bible considering the different types of books and indexing system</p>
<p>Read key passages from the Bible and explore how they made the pupils feel and their possible relevance to life.</p> <p>Evaluate the usefulness of the Bible and other books/stories/pieces of advice as a means of solving life's problems</p>	<p>Pupils read a range of passages from different genre's and answer questions about how the passage made them feel and how the passage could be of benefit to an individual person in a particular.</p> <p>Discuss a story/passage which could be used for advice – like the sermon on the mount – and discuss how that might be used to solve ethical or personal issues.</p>
Interview members of the Christian community about how they use the Bible in the lives and what they believe about it	<p>Interview members of the Christian community about how they use the Bible in the lives</p> <p>Discuss whether the people interviewed today were representative of all Christians and what or who you could do to get a broader picture.</p>
Key Questions	
Why does the Bible remain as important to people in our community?	How does the Bible differ from other books that we might use?
How does the Bible still inform society today? (Such as use in Courts.)	Which Biblical stories/passages are still relevant to us in the 21 st century as a nation?

9. The parables of Jesus

Unit title: Why are Jesus' parables important to Christians?	
Specific theme: Beliefs, teachings and sources and Values and commitments	
Context	Key Concepts
<p>1a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>2d discuss their own and others' views of religious truth and belief, expressing their own ideas</p> <p>3a Christianity</p> <p>3c beliefs and questions: how peoples' beliefs about God, the world and others impact on their lives</p> <p>3o reflecting on their own and others' insights into life and its origin, purpose and meaning</p>	<p>Parables are stories that work on at least two levels – 'an earthly story with a heavenly meaning.'</p> <p>The settings, characters and activities described in each parable were familiar to his audience because they were derived from every day life. The reason Jesus taught in parables, though, appears strange (see Mark 4: 11 – 12). Parables can also be puzzling and intellectually challenging and can be interpreted differently.</p> <p>The Kingdom of heaven is likened in the parables to a wedding feast, a banquet or a city. One of the major themes of the parables is "growth" - Growth in terms of a developing understanding of the grace and knowledge of God and Jesus.</p> <p>God is a 'Heavenly father' – to be loved and trusted, but he also has high expectations with uncompromising moral and spiritual demands.</p>
Main elements of the unit	Suggested activities
<p>Pupils study at least two parables, e.g.</p> <p>The woman who lost a coin (Luke 15:8)</p> <p>The insistent widow (Luke 18:1)</p> <p>A man who built a tower (Luke 14:28)</p> <p>The Sower (Mark 4:3)</p> <p>The Good Samaritan (Luke 10:25)</p> <p>The Prodigal Son (Luke 15:11)</p>	<p>Retell stories through a variety of media. Reflect on what each parable tells Christians about the nature of God, the Kingdom of God or how people should live their lives?</p> <p>Write a diary entry for one of the first people to hear the parable recalling facts, personal response, thoughts on what it meant. Discuss: is the Kingdom of God the same as Heaven?</p>
<p>Pupils discuss the how Christians put the messages from the parables into action.</p>	<p>Research Christian charities today and discuss analogies between the events, actions and individuals in the parables and the Christian charities and supporters researched.</p>
<p>Children consider whether the parables are relevant to people's lives today.</p> <p>Pupils generate advice and scenarios for which the parables provide a relevant reference point.</p>	<p>Open discussion of the helpfulness of Jesus' parables or a particular parable for themselves or other people today.</p> <p>Write a modern day version of a given parable in relation to a contemporary issue.</p> <p>Discussion or discursive text writing evaluating Jesus' choice of communication – parables (Were parables a good way of getting his message across?)</p>
Key Questions	
<p>Why are Jesus parables still important to British people?</p> <p>How has the language of some parable passed into common language?</p>	<p>How easy is to understand a parable given they reflect a world that has passed away?</p> <p>Can a parable only ever have one meaning?</p>

10. The Gurdwara

Unit title: The importance of the Gurdwara for Sikhs in Britain	
Specific theme: Practices and ways of life; identity and belonging	
Context	Key Concepts
<p>1d identify and begin to describe the similarities and differences within and between religions</p> <p>1i use specialist vocabulary in communicating their knowledge and understanding</p> <p>2f reflect on sources of inspiration in their own and others' lives</p> <p>3b Sikhism</p> <p>3k beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment</p> <p>3n considering a range of human experiences and feelings</p>	<p>The Gurdwara is more than a religious building. It is a place where the Sikh community meets, eats and learns together.</p> <p>The Gurdwara is literally the 'house of the Guru' and contains the Guru Granth Sahib which is in effect the 'acting Guru' and source of Sikh teaching along with the Khalsa.</p> <p>The Gurdwara provides the opportunity to observe not only the many Sikh religious symbols, but also the rituals for worship that tell us so much about Sikh beliefs.</p> <p>The use of the Gurdwara by the community highlights Sikh values.</p>
Main elements of the unit	Suggested activities
Researching Gurdwaras in the UK	<p>Using ICT look Gurdwaras around the UK, identifying where they could be found and how they can be identified.</p> <p>Make models of pictures of the exterior and interior of a Gurdwara.</p>
Behaviour in the Gurdwara	Look at the behaviour expected on entering a Gurdwara and why that behaviour is expected. Reflect on how they are expected to behave differently in different places.
Explore the role of the Langar in the Gurdwara and what it teaches Sikhs about their responsibilities to others.	Research the Langar and create one in the class for other pupils and/or parents.
Compare the Gurdwara with the Quaker Meeting House.	Research the work the Sikhs do in their communities, nationally and globally (Sewa).
Explore how both religious traditions are driven by a desire to make the world a more equal place.	Compare this to the work of Quakers in response to 'faith and action'.
Key Questions	
Can pupils use specialist language when describing the Gurdwara?	Does it matter what you believe or is what you do more important?
How do Sikhs model equality and justice in the Gurdwara?	What do the lives of pupils tell them about what they believe?

11. The Gurus

Unit title: The lives and teachings of the 10 Gurus	
Specific theme: beliefs, teachings and sources; values and commitments	
Context	Key Concepts
<p>1h describe and begin to understand religious and other responses to ultimate and ethical issues</p> <p>2f reflect on sources of inspiration in their own and other peoples' lives</p> <p>3b Sikhism</p> <p>3h inspirational people: figures from whom people find inspiration</p> <p>3p expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT</p>	<p>The personal qualities of people who influence others.</p> <p>The role of the ten Gurus as spiritual leaders of the Sikhs and how their teachings influence the daily lives of Sikhs. How the stories of and about the Ten Gurus have influenced Sikh beliefs, moral choices and decision making.</p> <p>That Sikhs see the Gurus as ten individuals but as the same Guru who has come to tell people how they should live in relation to God and other humans.</p>
Main elements of the unit	Suggested activities
<p>The Guru is seen as a teacher but one who brings a message from a higher source, God.</p> <p>The Guru not only teaches using words but also actions. They embody their message to others.</p>	<p>Explore with pupils the question: what makes a good teacher?</p> <p>Introduce the term 'Guru' as a specific type of teacher for the Sikhs.</p>
<p>The lives and teachings of Guru Nanak Dev, Guru Arjan Dev, Guru Har Gobind, Guru Teg Bahadur and Guru Gobind Singh.</p> <p>Guru Granth Sahib – as the living Guru.</p>	<p>Read the story: 'Guru Nanak and the holy men' and 'Malik Bhago and Lalo'. Discuss Guru Nanak's dilemmas and choices in these stories. Was he right in his decision making? How did his decisions affect others? What would you have done?</p> <p>Why are the stories important to Sikhs today? Pupils could rewrite and perform stories as plays.</p> <p>Study the stories of some of the other Gurus, the martyrs. What examples have they set? Write biographies, plays. Make a class display/timeline with images of the Ten Gurus and the Guru Granth Sahib.</p>
<p>The effect of symbolism in relation to the Ten Gurus.</p> <p>The importance of Guru Arjan</p> <p>How the idea of equality is taught to Sikhs through the story of the sixth Guru Har Gobind and the Fifty-two Hindu princes.</p>	<p>Explore pictures of the Gurus unpacking the symbolism and its purpose as a teaching aide.</p> <p>Discuss the reasons why Guru Arjan is remembered: especially the hymns he wrote to God, his compiling of the Adi Granth and the lake excavated to build Hamandir Sahib.</p> <p>Retell the story of Guru Har Gobind through drama.</p>
Key Questions	
<p>Why are inspirational people so important?</p> <p>Is the message more important than the messenger?</p>	<p>If there was no God would the teachings of the Gurus remain important?</p> <p>How would we know if we were living good lives?</p>

12. Christian pilgrimage

Unit title: Why do some Christians go on pilgrimages?	
Specific theme: Practices and ways of life; Values and commitments	
Context	Key Concepts
<p>1c describe the variety of practices and ways of life in religion and understand how these stem from, and are closely connected with, beliefs and teachings</p> <p>2c respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways</p> <p>3a Christianity</p> <p>3e worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites</p> <p>3n considering a range of human experiences and feelings</p>	<p>That Pilgrimage is an important part of spiritual life for many Christians. Christians see life itself as a journey, coming from God and returning to God. That pilgrim seeks to separate himself from the everyday concerns of the world, and to spend time in the presence of God as he travels to a place of special meaning. A pilgrimage is a symbol that is acted out.</p> <p>That pilgrimage has a long history in some denominations. Over the years, places have become special for a variety of reasons.</p> <p>Cornwall has its own pilgrimage sites.</p>
Main elements of the unit	Suggested activities
<p>Learn about Christian pilgrimage today and in the past, such as:</p> <p>Canterbury and Walsingham, England</p> <p>Iona, Scotland. Knock, Ireland. St. David's, Wales. The pilgrimage route in the Middle Ages from Tintagel to St. Michael's Mount</p> <p>Santiago de Compostela, Spain</p> <p>Lourdes, France</p> <p>Rome, Italy</p> <p>Holy Lands (Israel / Palestine)</p>	<p>Pupils research famous Christian pilgrimage sites: including those historic locations in Cornwall from books and ICT.</p> <p>Pupils role-play, using their research, Christian pilgrims who have attended one of the famous or local pilgrimage sites.</p> <p>Interview a member of a Christian community who has taken part in some form of pilgrimage</p>
Participate in a visit to a special place of worship	<p>Pupils visit a special place of worship. Pupils try to empathize with accounts describing the effect the anticipation; the journey; the sense of community and the arrival have had on individuals participating in Christian pilgrimage.</p> <p>Pupils reflect on how such experiences made them feel and why.</p>
<p>Evaluate the role of pilgrimage in a Christian life and how people make journeys which could be called pilgrimages but are not religious in the narrow sense.</p> <p>How the use of the language of pilgrimage has worked into Christian thought and worship – Pilgrims Progress and the hymn To be a Pilgrim.</p>	<p>Pupils discuss the validity of the statement: Every Christian should go on a pilgrimage at least once in their life. Pupils consider the 'pros and cons' of pilgrimage; whether there are any 'sacred' places Christians should visit and to what extent the benefits of pilgrimage can be attained without travelling.</p> <p>Pupils consider how their own experiences and beliefs impact their views on this matter.</p>
Key Questions	
Why would some people want to go on pilgrimage?	Why do some Christians reject physical pilgrimage but talk about spiritual pilgrimage?
Does the desire to be a pilgrim meet a deep human need?	How might the idea of pilgrimage help people to understand their lives and its meaning?