

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
WORLD FAITHS SIKHISM WHAT DO SIKHS BELIEVE?	TIER 2 (Academic): Equality, justice, ceremony, community, symbol, worship, practices, festivals, rituals, society, teacher. TIER 3 (Subject specific RE words): Guru Nanak, Guru Gobind Singh, Sikh/Sikhi, Faith, Belonging, Il Onkar and Guru Granth Sahib Ji, Naam, Amrit.	Virtual tour of a Gurdwara focusing on architectural symbols of the Il Onkar. A workshop with a local community leader discussing practical equality. Handling Sikh artefacts (the 5 Ks) in the classroom. Storytelling session from a Sikh guest speaker about the life of Guru Nanak. Visit to a local Gurdwara to observe the respectful resting place of the Guru Granth Sahib. Participating in or observing a Langar (community kitchen) meal.
PRIOR LEARNING	Equality and justice are important ideas within Christianity, Judaism and Islam. Jesus taught that it is important to love God and love others in the Great Commandment.	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	Why is the Il Onkar important?	What does it mean to be equal?	What is the significant of the Amrit ceremony for a Sikh?	Who is Guru Nanak and why is he important to many Sikhs?	Why is the Guru Granth Sahib important to so many Sikhs?	Why is serving the community important to so many Sikhs?
LENS	Believing	Thinking	Believing	Believing	Believing	Living
RELIGIOUS CONCEPT	The Oneness of God (Il Onkar) and presence in living things (Naam).	Equality and Justice.	Belonging, commitment, and ritual.	The Gurus and their founding teachings.	Holy texts, revelation, and ultimate authority.	Community service (Sewa) and living the faith.
LEARNING OBJECTIVES	To identify the Il Onkar symbol and explain its representation of one God.	To explore the concept of equality in Sikhi and compare it to personal values.	To understand the purpose and symbolism of the Amrit ceremony.	To explore the life of Guru Nanak and his foundational teachings.	To understand why the Guru Granth Sahib is treated as a living Guru.	To investigate how Sikhs serve their communities through Sewa and Langar.
ACTIVITY	Create artwork incorporating the Il Onkar, surrounded by depictions of 'Naam' (God in all living things).	Debate and draft a "Classroom Charter of Equality" based on Sikhi principles.	Sequencing activity of the Amrit ceremony, matching the 5 Ks to their meanings.	Create a storyboard of a key event in Guru Nanak's life (e.g., the river experience).	Role-play or write a set of instructions on how to show respect to the Guru Granth Sahib.	Plan a "Langar" menu and discuss the logistics of feeding a community equally.

ASSESSMENT	Pupil explanations of their artwork and the meaning of Il Onkar/Naam.	Participation in debate and contributions to the equality charter.	Accurately matching and explaining the elements of the Amrit ceremony.	Accuracy of the sequenced events in the storyboard and the moral conveyed.	Written explanation detailing three ways the holy book is respected and why.	Reflections on the value of Sewa in modern Britain.
EXPECTED OUTCOMES	Explain some key beliefs such as il Onkar and Naam. Apply ideas about equality to their own and others' lives. Describe how these beliefs / concepts are expressed through objects, symbols, worship, practices and festivals. Describe and explain the importance of Guru Nanak or the Guru Granth Sahib to most Sikhs. Describe and explain the importance of Guru Nanak or the Guru Granth Sahib to most Sikhs. Describe how Hindus show their faith within their faith communities in Britain (Note: Transcribed exactly from SDBE document). Raise questions and suggest answers about what is good about being Sikh in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.					
I WONDER QUESTIONS	If God is in all living things, how should this change the way we treat nature and each other?	How can a society truly achieve equality if people have different needs?	Why might someone choose to make a public commitment to their faith through a ceremony?	If Guru Nanak is not worshipped as a god, what is the difference between a teacher and a deity?	Why might a book be considered a "living" teacher rather than just a text?	Does serving others benefit the person serving as much as the person being served?
FURTHER QUESTIONS or BIG QUESTIONS FOR DISPLAY	What does it mean to be a Sikh in Britain today? How do communities live out their faith together? How do we show respect for different religious traditions and non-religious worldviews?					
INCLUSION & ADAPTATION	Provide tactile 3D models of the Il Onkar symbol for sensory engagement.	Use sorting cards with visual scenarios of "equal" vs "unequal" situations.	Provide a visual checklist and physical artefacts (e.g., a Kara) to hold.	Provide a pre-drawn comic strip for children to add simple captions to.	Use a video resource showing the waking/resting of the book with guided pauses.	Allow children to help organize the classroom "Langar" practically rather than writing a plan.
GREATER DEPTH	Compare the concept of "Naam" with the Christian idea of the Holy Spirit.	Research and present how the Gurdwara's architecture reflects equality (e.g., all doors open).	Analyze how the commitments of the Amrit ceremony might conflict with secular modern life.	Compare the teachings of Guru Nanak with the teachings of Jesus regarding loving others.	Debate whether a living human leader or a sacred text is a more reliable source of authority today.	Evaluate the impact of Sikh community service during a recent national crisis (e.g., pandemic).