

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
WORLD FAITHS SIKHISM WHAT DO SIKHS VALUE?	TIER 2 (Academic): Value, equality, identity, sacred, duties, respect, symbol, community, commitment, similarities, differences. TIER 3 (Subject specific RE words): Guru nanak, guru gobond singh, langar, kesh, kara, kachera, kanga, kacca, kirpan, gurdwara, guru granth sahib.	Artifact handling (Ik Onkar). Virtual tour of a Gurdwara exterior (viewing the Nishan Sahib). Guest speaker (a practicing Sikh) to discuss wearing the 5Ks. Visit to the Gurdwara (experiencing Langar and the worship hall).
PRIOR LEARNING	Y4 – What do Sikhs believe?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What do you already understand about Sikhism? (Recap of previous learning)	Which symbols are important to Sikhs and why?	What do the Panj Kakke (5Ks) mean to Sikhs?	Where do Sikhs worship? (Visit to the Gurdwara)	How do Sikhs show they value the Guru Granth Sahib?	What do we value in life? & How are our values similar or different to those of Sikhs?
LENS	Believing	Believing	Believing	Living	Believing	Thinking & Living
RELIGIOUS CONCEPT	Sikhism - Beliefs & Equality	Sikhism - Identity	Sikhism - Identity & Commitment	Sikhism - Worship & Duties	Sikhism - Sources of Authority	Sikhism - Values & Morality
LEARNING OBJECTIVES	To recap that Guru Nanak Ji founded Sikhi and is not worshipped as a god. To recall that God is one (Ik Onkar) and found in all living things. To know equality is important.	To understand that Sikhs have special symbols reflecting identity. To know that the Nishan Sahib is considered sacred.	To know that Sikhs have special symbols which reflect Sikh identity, including the Five Ks.	To know the Gurdwara is home to the Guru Granth Sahib. To know Sikhs worship at home and the Gurdwara. To explore the duties to 'pray, work and give'.	To know the holy book is called Guru Granth Sahib. To understand Sikhs consider this to be a living guru, not just a book.	To reflect on the three main duties of a Sikh. To compare Sikh values (equality, giving) to our own values in life.
ACTIVITY	Retrieval practice quiz. Create a mind-map of what 'Guru', 'Ik Onkar', and 'Naam' mean. Discuss how believing God is in all living things promotes equality.	Examine images of the Nishan Sahib flag. Discuss what the Khanda symbol represents. Children design a flag that represents the shared values of their own class.	Carousel activity exploring the 5Ks (Kesh, Kara, Kachera, Kanga, Kirpan). Match the physical item to its spiritual meaning (e.g., Kara = God is eternal).	Gurdwara visit (or immersive virtual tour). Children sketch the layout, noting where the Guru Granth Sahib sits (Takht) and observing the Langar hall's setup for equality.	Watch a video showing the daily routine of the Guru Granth Sahib. Children sequence these events and write a diary entry from the perspective of a Granthi.	Create a Venn diagram comparing the duties of 'pray, work and give' with personal and school values. Discuss how equality plays out in daily life scenarios.

ASSESSMENT	Can children accurately recall foundational beliefs about Guru Nanak, God, and equality?	Can children identify the Nishan Sahib and explain its sacred role?	Can children name the 5Ks and explain the commitment required to wear them?	Can children describe Gurdwara features and explain how the Langar demonstrates equality?	Can children articulate why the Guru Granth Sahib is treated as a living person rather than a standard book?	Can children respectfully compare their own moral framework with Sikh duties?
EXPECTED OUTCOMES	Make links between Sikh beliefs, texts/stories and practices. Identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs, (e.g. the importance of equality). Describe where many Sikhs worship, and summarise their main duties, giving reasons why these are central to a Sikh's beliefs. Investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the gurdwara. Describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs. Describe and reflect on how a Sikh's beliefs might impact their life. Apply ideas about 'duties' or 'equality' to their own and others' lives.					
I WONDER QUESTIONS	If God is in everyone, how should we treat people we disagree with?	Why do religious communities use physical symbols to show invisible beliefs?	Which of the 5Ks do you think is the hardest to maintain in modern Britain, and why?	How does sitting on the floor together to eat Langar destroy social boundaries?	What is the fundamental difference between reading a holy book and consulting a 'living Guru'?	If everyone in the world followed the duty to 'pray, work and give', how would society change?
FURTHER QUESTIONS or BIG QUESTIONS FOR DISPLAY	What do we value in life? How do symbols help to express a person's faith and identity? Why is equality considered a central pillar of a fair society? How does treating a holy text as a 'living' teacher change the way people worship?					
INCLUSION & ADAPTATION	Provide a visual word bank matching Tier 3 vocabulary to pictures.	Use pre-drawn outlines of the Khanda for children to color and label.	Provide tactile 3D artifacts of the 5Ks for sensory engagement.	Sensory preparation prior to the Gurdwara (take off shoes, wear head coverings).	Provide a storyboard template with pictures to sequence the Guru's daily routine.	Sorting cards with pictures of different actions to categorize – pray/work/give
GREATER DEPTH	Write a paragraph explaining the direct link between 'Ik Onkar' and Sikh views on equality.	Compare and contrast the use of the Nishan Sahib with a symbol from another world faith.	Evaluate whether the 5Ks are just symbols, or if they actively change a person's behavior.	Debate whether the community aspect of the Gurdwara is as important as the spiritual aspect.	Compare the reverence shown to the Guru Granth Sahib with that of the Torah or Bible.	Philosophical Argument - which of the three duties is most crucial for a fair society.