

Prior Knowledge

Pupils will Know that:

I should be able to recognise religions/world faiths i.e. Christianity, Islam, Hinduism and Judaism. I may know some stories from the bible and Vedas.

I should be able to say some of the things about how Christians, Muslims and Hindus pray and worship.

I should be able to describe some of the things people from other world faiths do at home to show their commitment to their faiths.

I may be able to describe what people from other world faiths might do to celebrate a special religious occasions.

Year 5 RE Autumn 1

Sikhism

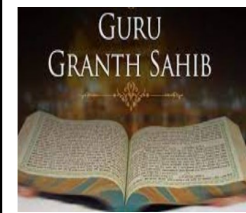
Belief into action

We are learning to compare the different ways Sikhs put their religion into practice.



Key Question:

How far would a Sikh go for his/her religion?



Subject Vocabulary

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| Langar Meal | The langar, or free food kitchen, is a community act of service, or 'seva' for Sikhs. |
| 5 Ks | Khalsa Sikhs wear five symbols – called the five Ks, or Panj Kakka - to show their devotion to Sikhism. They are Kara, Kachera, Kirpan, Khalsa, Kesh and Kanga |
| Guru Nanak | Guru Nanak is widely regarded as the founder of Sikhism. |
| Gudwara | The Sikh place of worship. |
| Guru Granth Sahib | The holy book of Sikhism. |

Key Skills:

Develop knowledge and understanding of religions and world views.

Develop understanding religious symbols and how they are expressed in the actions of believers.

Develop skills of questioning the meanings of symbolism during acts of worship and making connections.

Start to explore similarities and differences from their prior learning between different religious beliefs. e.g. rituals performed in Christianity and Judaism.

Key Knowledge:

I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.

I can start to explain why I think some practices are more important to Sikhs than others.

I can make links between how Sikhs practise their religion and the beliefs that underpin this.

I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.

I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.

I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.

General Vocabulary

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|---------------------------------|---|
| Engagement | Discuss our own experiences |
| Investigation | To explore |
| Evaluation response Task | To say or give a reaction of my own views. |
| Expression | Discuss or create ideas of your opinions e.g. through poems/art |



“As each one does their part we grow in love.” Ephesians 4 vs

RE

Knowledge and Skills Assessment

Term: Autumn 1

Unit: Sikhism

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| | I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. | | | | | |
| | I can start to explain why I think some practices are more important to Sikhs than others. | | | | | |
| | I can make links between how Sikhs practise their religion and the beliefs that underpin this. | | | | | |
| | I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. | | | | | |
| | I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. | | | | | |
| | I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this. | | | | | |
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