

Year Group	4
Term	Autumn 1
Subject	RE

Topic	Sikhism – The Amrit Ceremony and the Khalsa Does joining the Khalsa make a person a better Sikh? Vision Focus: Curiosity
Curriculum Intent	For the children to describe and understand key concepts of The Amrit Ceremony and the forming of the Khalsa.

Key Vocabulary	Sikhism, Guru, Khalsa, 5 K's, Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kaccha - also spelt, Kachh, Kachera (cotton underwear) Kirpan (steel sword), Amrit
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RE skills	• To ask questions and find answers, make comparisons, identify and explain connections, examine artefacts, draw conclusion, give reasons, debate and dialogue. • To describe the lives of the most important religious figures and their place within the belief system. • To make links between the texts studied and the practice of faith in the community and family. • To raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area. • To make links between the teachings of religious figures and current leaders. • To suggest how the stories and teachings studied might make a difference to the way the pupils think and behave.
RE Knowledge	• To know who founded Sikhism and the messages that Guru Nanak wanted to teach, exploring their beliefs. • To know the significance of the Amrit ceremony to Sikh's and can describe promises made during the ceremony. • To know the 5 k's and are able to describe what they symbolise and why Sikhs wear them. • To consider the impact of joining the Khalsa and can explain why it does or does not make them a better Sikh. • To compare promises we make and how this might make us a better person. Linking to Christianity and their promises they make to God.

Autumn 1 MTP				
Year 4 – Sikhism - Does joining the Khalsa make you a better Sikh?				
Week	Learning Objective	Activities	Differentiation	Outcome
1	LO: To understand what it means to belong Vocabulary: Belonging, Ceremony, emotions	Circle time activity thinking about what groups they belong to and what type of things they do to show they belong. Discuss what they do to join e.g., joining ceremony/uniform/follow rules. Share ideas as a class. How does this make them feel? Does it have an impact on their own lives. Children discuss in oracy trios.	SEN – identifying pictures of groups they belong to Challenge – Can children link this idea to religion?	Record individual responses in RE books.
2	LO: an introduction to Sikhism Vocabulary: Sikhism, Values, Guru, Equality	Find out what the children already know about Sikhism. Share ideas as a class. Using a range of sources children can investigate what Sikhism is, what it is like to be a Sikh and what values they live by.	SEN – Guided group Challenge – compare to values of Christianity	Children collecting key facts and information about Sikhism and discussing as a class.
3	LO: To investigate Sikh Gurus_ Vocabulary: Guru, teach, impact	Key question: Who were they and what did they do? Explore the 10 Gurus that began Sikhism. Discuss what values were promoted, linking to school values. Focus on Guru Nanak. What did he promote/teach/impact on communities?	SEN – act out interview with a partner using talking tins	Children to complete activity describing Guru Nanak's qualities.
4	LO: To identify features of the Amrit Ceremony Vocabulary: Amrit	Introduce idea of a joining ceremony as part of their religion. Explore Amrit Ceremony. Discuss where? when? who? why? how? Watch the video again and identify the promises they make and how they live by them each day. Has anyone made promises like this before?	SEN – sequence and Amrit ceremony using pictures and verbal discussion	To create a diary entry about taking Amrit. Challenge – Discuss how taking Amrit might be similar to other religious ceremonies.
5	LO: To discuss a key question-Does joining the Khalsa make a person a better Sikh? Vocabulary: Promises, Khalsa, 5 K's Kesh, Kara, Kanga, Kachera, Kirpan	Read 'The Founding of the Khalsa' story. What does the story tell us? What kind of people are Sikh's? Strength of their beliefs. Introduce 5 K's and explore what each represents. Class discussion on promises and how important these might be to Sikh's. How do they know this? What evidence from the stories tell us this?	SEN – sequence story and discussing strong promises they have made before. Challenge – Use evidence to explain their answers.	Children to discuss and respond to key question in their books. Post it note activity as a class.
6	LO: Does joining the Khalsa make you a better Sikh? Reflection on key question.	Quick recap on they have learnt about the Sikh religion so far. Examine how they make promises and follow their beliefs every day. Lead a class discussion focusing on the key question. Children complete end of unit assessment.	SEN – post it notes during discussions to be placed in books.	Children write down their final response to the question in books after discussion.