

Year Group	4
Term	Spring 1
Subject	RE

Topic	Sikhism – Beliefs and moral values Are Sikh stories important today? Vision focus: Curiosity
Curriculum Intent	For children to understand, discuss and explain values that are taught within Sikh stories and how it is relevant to our lives now.

Key Vocabulary	Sikhism, Guru, Gurdwara, Langar, equality, social justice, service to humanity, and tolerance for other religions
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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 make links between the texts studied and the practice of faith in the community and family Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God • 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 what the Sikh values are • To explore the importance of the Sikh's sacred book (Guru Granth Sahib) • To investigate Sikh's place of worship (Gurdwara) and what you would find there. • To explore and learn a range of Sikh stories (Guru Nanak, Mardana, the bowl and the jasmine flower). • Understanding the messages/values taught within Sikh stories. • Debating, comparing and exploring how Sikh values are relevant today

Spring 1 MTP - RE				
Year 4 – Sikhism - Are Sikh stories important today?				
Week	Learning Objective	Activities	Differentiation	Outcome
1	LO: To debate the importance of stories	Introduce the concept of messages in stories and how they can teach us about life and help us to reflect on our own actions and beliefs. Introduce the sacred book for Sikhs - Guru Granth Sahib. Explore what is important about it and how it is used/looked after.	SEN – Thought bubble activity, sorting facts from fiction. Challenge – To compare similarities and differences between other familiar religions to their own or others.	To understand the importance of stories and the key messages from the Guru Granth Sahib
2	LO: To learn about Sikh Gurdwaras and the role they play in the Sikh religion.	Begin by introducing the concept of Gurdwara. Explore physical features of Gurdwara, and discuss their role as places of worship and community gathering. Ask children to make a list of questions they have about Gurdwara. Encourage them to think about the values and beliefs of Sikhism and how they compare to their own.	SEN – Label the different parts of the Gurdwara and verbalise what they are used for. Challenge - Encourage them to think about the values and beliefs of Sikhism and how they compare to their own.	To know the features of a gurdwara and how worship is carried out there. To consider the values and beliefs shown through worship at the Gurdwara.
3	LO: To explore the messages behind Sikh stories Vocabulary: Honesty - Goodness - Sharing – Generosity- Equality	Share a range of Sikh stories from the Guru Granth Sahib. Discuss values shown in stories and link to school vision. Map out what they could do in their lives to show these values, drawing images/making notes around these key themes (Honesty - Goodness - Sharing – Generosity- Equality).	SEN – Key values written down with images and verbal discussion of how this links to them. Challenge – Do these values match other familiar religions to them?	Mind map of values and messages shown in Sikh stories, along with annotations of examples from own lives. Key vocabulary shown in their mind maps.
4	LO: Are Sikh stories important today?	Oracy lesson – discuss with children learning from this topic. What values and messages do Sikh's follow? Link to the stories explored and read in previous sessions. Explore how these could relate to our lives today.	Challenge SEN	Debate and oracy trio work, notes recorded into books.
5	LO: To assess our own knowledge	Children to create a knowledge organiser for their own books looking back on the learning over the topic. Children to think about 4 areas and create sections of vocabulary and key learning they have taken away from this learning.	SEN – Structures template with fact to sort and areas for own knowledge Challenge – Making comparisons to other religions	Knowledge organisers

