

Through our RE curriculum we aim for our pupils to gain knowledge and understanding of a range of religions and worldviews, and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. We want our children to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being discerning about the many attitudes and opinions they will encounter.

*Inspiring and enabling our school community to live life to the full*



**YEAR 3**

**Subject: RE**  
**Sikhism: Identity, Leaders and Sacred Texts**

**Characteristics of an Effective Learner**

Courage  
 Commitment  
 Collaboration  
 Creativity  
 Curiosity

**Prior Learning:**

Year 1 **Christianity and Sikhism:**

**Belonging Q.1** How do some religions demonstrate that everyone is special?

**Q.3** Does everyone believe the same things about God?

Year 1 **Christianity and Sikhism: Special Buildings**

**Q.3** Does everyone believe the same things about God?

\*Children will also be encouraged to make links between Christian teachings they have learned about in Key Stage 1 as well as within the whole school context (e.g. assemblies, collective worship)

**Key Vocabulary taught in this unit:**

Sikhism, guru, Guru Granth Sahib, Khalsa, Gurdwara, sacred text, teachings, followers, Bhai Sakhi, amrit, Takht – throne, chauri, Nishan Sahib, Langar meal, Ik onkar, Khanda

**Intent: What do we want the children to know, be able to do by the time they complete this unit?**

**Key Questions:**

Q.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?

Q.8 How might beliefs and community shape a person's identity?

Q.4 To what extent do religious beliefs influence and encourage 'good' behaviour?

**Expected outcomes:**

Exp. A Explain the significance of religious leaders and sacred texts.

Exp. D Recognise how religious identity can be shaped by family, community and practice.

**Impact / Outcome:**

**What will the final product / result be?**

- Children will be able to explain the key teachings of Sikhism and name the founding Guru and the holy book.

They will be able to explain how teachings would help a Sikh to lead a 'good' life.

**Assessment:** Design a leaflet / Guide book with instructions to help someone be a good Sikh

**P4C Inquiry (where appropriate)**

**Possible lines of inquiry:**

Significance of symbols / artefacts - Is it necessary to wear objects to show your faith? Symbols help followers to be a better Sikh. Symbols show people that you are a better / more devout Sikh.

Which teaching/story do you think would have the most significance in the life of a Sikh? Why? (*To what extent do religious beliefs influence and encourage 'good' behaviour?*)