



<p>What this unit contains</p>	<p>The Sikh festival year contains celebrations and commemorations called Gurpurbs. The relation of these to the lives, teachings and deaths of some of the Gurus. Other annual festivals called Melas. This unit provides an opportunity to that Sikhism is the youngest of the six faiths studied in this Key Stage. Issues of community, meaning and purpose in Sikhism. The concept of 'Saint-Soldier'.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit provides an opportunity to develop knowledge about the Gurus from Units 1 – 4. It introduces pupils to knowledge about the martyrdom of some of the Gurus and their families and followers. As pupils collate information about the festivals studied and sequence them, they will develop further understanding about the context in which the religion developed.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Consider the relevance of the inner meaning of one Sikh festival to Sikhs today. ➤ Apply Sikh beliefs about equality and freedom of worship to a current world or national situation. ➤ Consider what it means to believe in something and to stand up for your beliefs under extreme persecution ➤ Compare Sikh beliefs about the concept of a 'saint/soldier' and Christian beliefs about a 'just war'. 		
<p>Vocabulary</p> <p>Mela Guru Kirtan Katha</p> <p>Gurpurb Martyr martyrdom karah prasad</p> <p>diwa/diva persecute persecution</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ How communities share times of celebration and commemoration ➤ The importance of learning from the past ➤ Fighting / standing up for your values under persecution ➤ Human rights – the rights of the individual 		



Unit 5 Sessions 1- 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider why people believe that remembering the past can benefit the present; ➤ know some of the festivals that are celebrated during the year by Sikhs; ➤ know that some festivals recall the lives and deaths of the Gurus (Gurburbs), whilst others, which are times of celebration, are called Melas; ➤ know when the festivals take place in the year; whether they are a gurburb or a mela and how they relate to the Gurus. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>In groups discuss why people like to remember things from their past and from the past of their family or country. Share with the class</p> <p>In groups consider how things that are significant to oneself and one's beliefs might be seen from a range of celebrations or anniversaries. What might be important about marking Remembrance Day or the anniversary of someone's death, e.g. that of a member of the family or a Saint's day? Individually record a statement of why remembering the past and people in the past is important to many individuals and communities.</p> <p>Using the Sikh calendar information sheet, locate festivals that students already know about. Explain the difference between a mela and a Gurburb and record definitions.</p> <p>Set up a group task for the next 2 lessons: Explain that during sessions 2 and 3 pupils will work in small groups to research one or two times of celebration and / or reflection from the Sikh calendar. Organise groups and allocate Festivals. Explain that the homework attached to these lessons will be further research.</p> <p>Distribute recording sheets and explain the process by which the research will be recorded. If necessary exemplify how the information sheet would work using the birthday of Guru Nanak as a model. Homework Initial research on allocated festival.</p> <p>Festivals for research Guru Nanak's birthday; Vaisakhi/ Baisakhi; Diwali; Hola Mahalla Martydoms of Guru Arjan and Guru Tegh Bahadur Birthdays of Guru Ram Das and Guru Gobind Singh</p>	<p>Resources Sikh calendar information sheet. Sikh festivals worksheet. Assessment sheet.</p>



Unit 5 Sessions 2- 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <p>➤ as above</p>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Before the second lesson of this unit set out a timeline with the names of the Gurus in sequence. The outcomes of each group's research will be attached to this alongside the name of a Guru. This will give pupils a sense of historical continuity.</p> <p>Ensure that all pupils have access to a range of materials for research. This could include e-mailing local Sikhs about the festivals, using CD Roms, the Internet and textbooks.</p> <p>In session 4 groups should present their findings to the class in as imaginative and creative a way as possible. Collate all materials and attach to the timeline.</p> <p>Through their research pupils should:</p> <ul style="list-style-type: none"> ▪ describe the story recalled at the festivals and how it is celebrated; ▪ explain at least 1 symbolic action or artefact; ▪ to explain in the inner-meaning box how the festival is important for both the individual Sikh and the Sikh community; ▪ describe any differences in the way the festival is celebrated in India and Britain; ▪ link the origin of the festival to world events occurring at the same time to contextualise. 	<p>Resources</p> <p>Video : 'What's it like to be a Sikh' - Central</p> <p>Websites, e.g. :</p> <p>The Sikh Net http://www.sikhnet.com/</p> <p>The Sikh Home Page http://www.sikhs.org/</p> <p>General Sikh Information http://allaboutsikhs.com/guru.htm</p> <p>http://www.sikhpoint.com</p> <p>http://www.bbc.co.uk/religion/religions/sikhism/holydays/index.shtml</p> <p>http://re-xs.ucsm.ac.uk/re/religion/sikhism/festivals.html</p> <p>http://www.sikhworld.co.uk/page1.html</p> <p>Baisakhi http://www.123baisakhi.com</p> <p>Pilgrimage sites http://www.indiantravels.com/pilgrimage-in-india/sikh-pilgrimage.html</p> <p>Aspects of Religion CD Rom</p>



Unit 5 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Understand that Sikhs have fought for religious freedom at significant times in their history; ➤ Know that in Sikhism there is value in fighting for your beliefs. ➤ Know that in other faiths there are diverse opinions on the justice of fighting for your faith. ➤ Consider personal views on the right to fight for your belief 	<p>√ √ √ √</p>	<p> √ √</p>	<p>Identify which of the Gurburbs studied recall a time of war. Explain that for a long period of their history Sikhs were fighting for the right for their religious freedom. Briefly revisit the story of Guru Har Gobind from Divali. Identify how this theme can or cannot be seen through the festivals that the class have studied.</p> <p>What do other faiths say about fighting injustice? What do we think is injustice?</p> <p>As a class explore relevant sections of the International Declaration of Human Rights. Take a vote as a class as to whether they believe in the right to these freedoms. Record personal responses to the issue of the individual's right to religious freedom of belief and worship.</p> <p>Explore teachings of other religions about engaging in war. Pupils might share and discuss information about what makes a 'just war', the work of pacifists in religion- e.g. the Quakers or Jehovah's Witnesses or look at religious genocide such as the Holocaust.</p> <p>Homework: Examine newspaper articles describing issues related to religious persecution or freedom. With reference to one, how does this contravene the rights of the individual? Would it be right for faith members to fight against injustice in this situation?</p>	<p>Resources Story of Guru Har Gobind from Divali.</p> <p>International Declaration of Human Rights – extract. Contemporary newspaper articles related to religious freedom. Information about engaging in war in other faiths. http://www.un.org/Overview/rights.html http://web.amnesty.org/pages/abouai-udhr-eng http://www.un.org/cyberschoolbus/humanrights/declaration/index.asp http://www.philosophyofreligion.info/justwar.html http://www.bbc.co.uk/religion/ethics/war/christianity.shtml http://www.bbc.co.uk/religion/rememberance/faith/pacifism.shtml http://www.bbc.co.uk/religion/religions/witnesses/history/</p>



Unit 5 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: ➤ Explore the concept of a 'saint soldier'	√ √ √ √	√	Recall work from previous lesson on fighting for religious freedom. Focus pupils on the symbolism of the Sikh Khanda symbol. Ask them to suggest why there are 3 swords (kirpans) in this. (Those who have studied Baisakhi should have this knowledge from their research). Explain that Sikhs believe that there is respect for the 'saint / soldier' and that this role was particularly exemplified by Guru Gobind Singh. Taking up arms in defence of the right is acceptable in Sikhism. Assessment Task: 1. Explore whether the concept of 'saint-soldier' is a contradiction in terms and record whether there can be such a thing as a 'saint soldier' and fighting for what you consider to be right. 2. Explain how this concept arose in Sikhism and how it is upheld today.	Resources Story of Guru Har Gobind from Diwali. Khanda symbol. http://www.searchsikhism.com/symbols.html



Unit 5 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Consider the courage and conviction needed in order to suffer and / or die for your beliefs; ➤ Understand that people from many faiths have been prepared to stand up for their beliefs until death. 	√	√	<p>Compare the Martyrdom of a Guru to the death of someone from another faith, for example Martin Luther King or Oscar Romero.</p> <p>Discuss the qualities and convictions required to face death by standing up for your beliefs or values.</p> <p>Written tasks:</p> <p>Write a reflective personal response to the topic of martyrdom.</p> <p>Explain why celebrating Gurburbs annually supports Sikhs in retaining their core beliefs.</p>	<p>Resources</p> <p>Video or information about either Martin Luther King or Oscar Romero.</p>



**Western Lunar Sikh
Calendar Calendar Festivals**

January	Magh	
February		
March	Phagan	Hola Mohalla (Mela with sporting events coinciding with a Hindu festival)
April	Chait	
May	Vasakh	Baisakhi (Mela - new year festival, celebration of initiation of the Khalsa)
June	Jaith	Martyrdom of Guru Arjan (Gurpurb)
July	Har	Birthday of Guru Har Krishan (Gurpurb)
August		
September	Sawan	
October	Bhadro	
November	Asun	Birthday of Guru Ram Das (Gurpurb)
December	Katik	Birthday of Guru Nanak (Gurpurb) Diwali (Mela)
January	Magar	Martyrdom of Guru Tegh Bahardur (Gurpurb)
	Poh	Birthday of Guru Gobind Singh (Gurpurb)



Sikh Festivals

Name:

Type of Festival:

When in the year:

Story
What story is retold at the festival?

Ways of celebrating
What do people do?

Symbolism
Are any actions / artefacts symbolic?

Community and historical or cultural context

Inner Meaning
What does this mean to :

- a) individuals?
- b) the community?