



RE MTP Overview Year 5, Autumn 1

Jigsaw Unit Overview

Theme	<i>Belief into Action</i>		
Concept	<i>Commitment</i>		
Religion	<i>Sikhism</i>		
Enquiry Question	<i>How far would a Sikh go for his/her religion?</i>		
Learning Intention	<i>To compare the different ways Sikhs put their religion into practice.</i>		
Resources	<i>Formation of Khalsa Sikhnet and British Library websites www.sikhnet.com/stories www.bl.uk Sikh beliefs and worship BBC website www.bbc.co.uk/education/clips/zyn87ty What is important to a Sikh? BBC website www.bbc.co.uk/education/clips/zdq34wx Sikh celebration and worship BBC website www.bbc.co.uk/education/clips/z36sb9q</i>		
Assessment	<p><u>Engagement</u> <i>WTS: I can start to explain why some things I do are more important to me than others and what difference that makes.</i></p> <p><i>EXS: I can identify the different levels of commitment I show to different things and explain these priorities.</i></p> <p><i>GDS: I can explain some of the beliefs that are important to me and how I choose to show commitment to them.</i></p>	<p><u>Knowledge & Understanding</u> <i>WTS: 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></p> <p><i>EXS: I can make links between how Sikhs practise their religion and the beliefs that underpin this.</i></p> <p><i>GDS: 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></p>	<p><u>Evaluation/Critical Thinking</u> <i>WTS: I can start to explain why I think some practices are more important to Sikhs than others.</i></p> <p><i>EXS: I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</i></p> <p><i>GDS: I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</i></p>

Enrichment

Visit to Gurdwara (trips & experience + 100 club)

**RE MTP****Year 5 , Autumn 1, Week 1**

Step 1: Engagement	Lesson 1
Focus Skill	Explaining: explain connections between questions, beliefs, values and practices.
Learning Intention	To explore the idea of commitment
SOLO SC: Uni- Structural <i>Bronze</i>	I can recognise a commitment being made.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe the challenges associated with fulfilling a commitment.
SOLO SC: Relational <i>Gold</i>	I can apply the concept of commitment to my life.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on the role commitments played in shaping some of the most influential people of the 21st Century.
Key Vocabulary for the lesson/unit	Resilience, empathy, commitment.
Starter	TTYP: What is commitment?

his business and retire with very little money. Worried about how he was going to survive off his \$105 monthly pension check, he set out to find restaurants who would franchise his secret recipe—he wanted a nickel for each piece of chicken sold. He drove around, sleeping in his car, and was rejected more than 1,000 times before finally finding his first partner.

Discussion:

Ronaldo, JK Rowling and Colonel Sanders all faced considerable setbacks that made maintaining their commitment very difficult. Look at our 4 pillars.

Q: Which of these were shown by these 3 people in order to keep these commitments? E.g. Head - resilience - all three needed to recover quickly from their setbacks in order to achieve their dreams and maintain their commitment.

Task: Write a poem based on the idea of commitment.

Bronze - write an acrostic poem using the word COMMITMENT.

Silver/Gold - write a rhyming poem about what commitment means to you.

Platinum - write a rhyming poem about commitment including reference to the 4 pillars.

Example (platinum - as it includes the 4 pillars):

A commitment is like a recipe,
It requires a great deal of things,
Self belief to get things going,
Kindness and respect to give it its wings.

They come in all shapes and sizes,
To a team, club or a friend.
What matters is not the size or shape,
But your responsibility to see it through to the end.

<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>			
<p>Resources</p>	<p>Acrostic poem worksheet.</p>	<p>Pillar Links</p>	<p>Head: resilience. Health: self-belief</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Definition of commitment. Some examples of poems created.</p>		



RE MTP Year 5, Autumn 1, Week 2

Step 2: Investigation	Lesson 2
Focus Skill	Explaining: explain connections between questions, beliefs, values and practices.
Learning Intention	To explore ways in which Sikhs show commitment to their religion.
SOLO SC: Uni- Structural <i>Bronze</i>	I can label the image of the Langar with how it shows a Sikh's commitment.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe what happens during the Langar.
SOLO SC: Relational <i>Gold</i>	I can explain how the Langar shows a Sikh's commitment to their religion.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on whether or not a Sikh needs to contribute to the Langar to show commitment to their religion.
Key Vocabulary for the lesson/unit	Equality, duty, Langar, commitment, Gurdwara.
Starter	TTYP: What does the word EQUALITY mean?
Teacher Input / Activity	<p>Share definition of equality: The state of being equal, especially in status, rights or opportunities. Equality is the same status, rights and responsibilities for all the members of a society, group or family.</p> <p>Share information about the 5 key Sikh beliefs:</p> <ol style="list-style-type: none">1. God is in everything (Sikhs see God as an energy source rather than as a physical entity)2. It is a Sikh's duty to serve others3. All people should be treated as equals4. Sikhs should share what they can with others5. Sikhs should earn their living honestly

Watch clip: www.bbc.co.uk/education/clips/zyn87ty the Langar (meal provided at the Gurdwara)
 The Langar is important to Sikhs because it is a meal that symbolises the Sikh belief that all people are **equal**.
 While watching, children write on whiteboards: How is equality represented in the Gurdwara?
 Feedback as a class E.g. Anyone is welcome into the Gurdwara and Langar Hall (kitchen) - all people, all faiths; take it in turns to buy, make and serve food; sitting on the floor, everyone on the same level.

Share more information about the Langar.

Discussion: How are our 4 pillars demonstrated by the people involved in the Langar? Feedback as a class.E.g. *Kindness* to give up their time; *Tolerance and Respect* of people from any other culture or background; *Responsibility* to contribute to the Langar.
 Q: If a Sikh does not contribute to the Langar are they not showing commitment? Where could issues arise?

Task:
 Bronze: label the image of The Langar with how it shows commitment e.g. serving others, sitting on the floor - everyone is equal.
 Silver: Imagine you are a visitor at the Langar. Create a diary entry describing your experience- what did you see? What were people doing to demonstrate commitment? What pillars were people demonstrating?
 Gold: Imagine you are a visitor at the Langar. Create a diary entry explaining your experience- what did you see? How were people demonstrating their commitment? What pillars were people demonstrating and how?
 Platinum: Think! Question - If a Sikh does not contribute to the Langar are they not showing commitment?

What does a good diary entry include?
 Past tense; first person (I, we, my); describes the writers thoughts and feelings about your visit; opinions and facts; ambitious vocab to describe people and places; informal style; organises events into paragraphs.

<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>			
<p>Resources</p>	<p>Whiteboards and pens. 4 pillars display poster. Image of the Langar.</p>	<p>Pillar Links</p>	<p>Heart: Responsibility, kindness, tolerance, respect.</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>5 key Sikh beliefs. Labelled image of the Langar (an example of Bronze work) & example of a child's diary entry.</p>		



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Year 5, Autumn 1, Week 3

Step 2: Investigation	Lesson 3
Focus Skill	Explaining: explain connections between questions, beliefs, values and practices.
Learning Intention	To explore ways in which Sikhs show commitment to their religion.
SOLO SC: Uni- Structural <i>Bronze</i>	I can give one reason why Sikhs visit the Golden Temple.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe what Sikhs do during their visit to the temple.
SOLO SC: Relational <i>Gold</i>	I can explain why visiting the Golden Temple is so important to Sikhs.
SOLO SC: Extended Abstract <i>Platinum</i>	I can argue whether or not a Sikh needs to visit the Golden Temple to show commitment to their religion.
Key Vocabulary for the lesson/unit	Commitment, Respect, Sikh, Worship, Golden Temple.
Starter	Watch this video: https://www.youtube.com/watch?v=qdoJroKUwu0 Think about: What pillars are people demonstrating in this video?
Teaching Input / Activity	Watch clip: How far do Sikhs go for their religion? Literally to the Golden Temple of Amritsar. https://www.youtube.com/watch?v=m701WKQMeYQ Share background info on the Golden Temple:

<https://www.twinkl.co.uk/resource/t2-t-16366-the-golden-temple-information-powerpoint>- (go through PP).

Discussion:

Some Sikhs make this pilgrimage frequently, others never- does this show a lack of commitment? Why would some struggle? What is more important -that they show the qualities of the religion in their life through their actions or being seen to make this journey?

Task:

Bronze: Label the image of The Golden Temple with why it is important to Sikh's.

Silver: Answer this question - Why is the Golden Temple important to the Sikh religion?

Gold: Write a paragraph answering these questions - Why is the Golden Temple important to the Sikh religion? What pillars are visitors demonstrating when making the pilgrimage?

Platinum: Think! Question - If a Sikh doesn't experience the Golden Temple, does that mean they are not committed to their religion?


Model answer (Gold): Why is the Golden Temple important to the Sikh religion? The Golden Temple is important to the Sikh religion because it symbolises the magnificence and strength of Sikh's all over the world. It also gives them an opportunity to feel closer to their God and allows them to bath in the Amrit Saras Kund for spiritual purification. Sikh's are demonstrating the 'Hands' pillar because they are experiencing The Golden Temple for themselves. They are also experiencing the 'Heart' pillar because they will feel a sense of belonging whilst at the temple and having visited it as they will feel closer to their God.

<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>			
<p>Resources</p>	<p>Image of the Golden Temple. Questions printed for books.</p>	<p>Pillar Links</p>	<p>Hands: exploring Heart: belonging</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Image of the Golden Temple labelled with why it's important to Sikh's.</p>		



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Year 5, Autumn 1, Week 4

Step 2: Investigation	Lesson 4
Focus Skill	Explaining: explain connections between questions, beliefs, values and practices.
Learning Intention	To explore the 5Ks.
SOLO SC: Uni- Structural <i>Bronze</i>	I can name the 5Ks.
SOLO SC: Multi- Structural <i>Silver</i>	I can say why the 5Ks are important.
SOLO SC: Relational <i>Gold</i>	I can explain how the 5Ks show a Sikh's commitment to their religion.
SOLO SC: Extended Abstract <i>Platinum</i>	I can argue whether or not a Sikh needs to wear the 5 K's to show commitment to their religion.
Key Vocabulary for the lesson/unit	Kara (bracelet), Kachera (underclothes), Kirpan (a small sword), Kesh (hair), Kanga (comb).
Starter	<p>Hangman: choose a child to pick out one of the words (kirpan, kachera, kara, kesh, kanga) and play hangman with the class to uncover the words.</p> <p>Pre Learning Slides AfL Quiz - Google Classroom. Test on previous lesson's knowledge.</p>
Teacher Input / Activity	<p>Share information: Khalsa Sikhs wear five symbols – called the five Ks, or Panj Kakka - to show their devotion to Sikhism. They are <i>Kara, Kachera, Kirpan, Khalsa, Kesh and Kanga.</i></p>  <p>Watch a video:</p>

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-five-ks-of-sikhism/znbhf4j>

Debate:

Some people say that school uniform makes everyone equal. Others think it stops pupils expressing themselves through their own chosen clothes.

What do the class think? Have a class debate discussing some reasons for and against school uniform.

Share link between debate & Sikhism:

The Sikh 5 Ks are like a uniform in some ways: but they express beliefs.

Task:

Bronze: Match the images of the 5 K's to the statements of Sikh's beliefs.

- God has no end, no beginning and we are all connected to God.
- It's good to be modest.
- Only fight to defend the weak.
- God gives us gifts, and we should accept them thankfully.
- Neat and tidy, clean and calm, that is how to come to God.

- Kirpan
- Kara
- Kachera
- Kanga
- Kesh

Silver: Create a poster about the 5K's and how they relate to the Sikh beliefs.

Gold: Create a leaflet explaining what the 5K's are and how they show a commitment to the Sikh's religion.

Platinum: Think! Question - Do Sikh's need to wear the 5 K's to show a commitment to their religion. Justify your answer by comparing the arguments with the school uniform debate.

If possible replace this lesson with a visitor from a practicing Sikh.

- *Beforehand pupils were to devise questions to ask their visitor. These would be related to concepts that they had studied so far such as the Langar and the Golden Temple.*
- *Visitor to be prepared to discuss the above points and more specifically discuss the 5 K's of Sikhism.*
- *Children to take notes from the visitor.*

Possible Misconceptions

(What are the children likely to find challenging?)

Resources	Bronze worksheet. Plain paper for posters. Template for leaflets. Think! Question.	Pillar Links	Head: communication Heart: tolerance and respect.
Working Wall (What will go on the WW from this lesson?)	Some examples of students work - mix of posters, leaflets and matching activity.		



RE MTP
Year 5, Autumn 1, Week 5

Step 3: Evaluation	Lesson 5
Focus Skill	Reflection of religious beliefs: recognise and explain the impact of beliefs (including festivals) and ultimate questions on individuals and communities.
Learning Intention	To explore the idea of commitment in the Sikh religion.
SOLO SC: Uni- Structural <i>Bronze</i>	I can decide which acts require more/ less effort and explain why I think this.
SOLO SC: Multi- Structural <i>Silver</i>	I can explain why I think Sikh's put so much effort into their religion.
SOLO SC: Relational <i>Gold</i>	I can reflect on whether it is ok that not all Sikhs put the same amount of effort into their religion.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on my own commitments, prioritise and justify which take the most/least amount of commitment/effort.
Key Vocabulary for the lesson/unit	Commitment, Langar, Gurdwara, pilgrimage, The Golden Temple, 5K's, effort, sacrifice.
Starter	Create a thought shower in pairs on A3 paper of everything you have learnt so far in this unit about the Sikh's religion.

<p>Teacher Input / Activity</p>	<p>Recap: knowledge that they have acquired so far - children to share from starter activity & teacher to add to where needed.</p> <ul style="list-style-type: none"> ● Commitment - definition ● Equality - definition & link to 5 key Sikh beliefs. ● The Langar ● The Golden Temple - pilgrimage. ● The 5Ks <p>Task: Bronze: Children are given picture cards depicting a range of the aspects we have studied. Cut and stick them onto the worksheet. Rank them in order from most effort/sacrifice to easiest. Silver: Outline their reasons for the image they have identified as requiring the most and least effort/sacrifice. <i>[Edit Jigsaw sheet to remove questions at the bottom for silver task.]</i> Gold: Complete silver activity and answer the questions - Why do Sikh's put so much effort into their religion? Is it ok that not all Sikhs put the same amount of effort in?</p> <p><i>*Note - image of marriage on Jigsaw sheet will need to be removed as we didn't specifically discuss this.*</i></p> <p>Platinum: Reflect on their own commitments and draw 7 images to represent them. Prioritise them from most effort/sacrifice to least and justify why.</p> <p>Task: Complete self-assessment sheet.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>			
<p>Resources</p>	<p>A3 paper, Jigsaw worksheet and images (adapted), blank version of images.</p>	<p>Pillar Links</p>	<p>Head: challenge and independence.</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Example of children's thought showers.</p>		



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Year 5, Autumn 1, Week 6

Step 4: Expression	Lesson 6
Focus Skill	Explaining: explain connections between questions, beliefs, values and practices.
Learning Intention	To explore the commitments that I have.
SOLO SC: Uni- Structural <i>Bronze</i>	I can list some examples of commitments in my life.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe how I show commitment.
SOLO SC: Relational <i>Gold</i>	I can explain what I do to achieve my commitments
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on which commitments are most important to me and how I know this.
Key Vocabulary for the lesson/unit	Commitment, hobby, important.
Starter	Thinking time: Think of something that is really important to you (could be a hobby) - write it down on your whiteboard.
Teacher Input / Activity	<p>Discussion: What might you be prepared to give up? How much effort do you give to your hobby? E.g. Dancing - what commitment does it involve - x3 classes a week, shows (giving up weekends), exams, rehearsals, practice in own time. I gave up seeing friends / but then I had friends that I danced with - so did I really give this up?</p> <p>Example answers from Jigsaw scheme: <i>Bronze/Silver: I really like painting so I would give up going outside to play if I was allowed to stay in and paint because painting is more important to me than playing.</i> <i>Gold: I say that I am really committed to being healthy but I realise I'm not really when I choose to watch TV instead of</i></p>

	<p><i>going outside and playing sport when it is cold.</i></p> <p><i>Platinum: I am most committed to animal welfare. I belong to the Whale and Dolphin Conservation Society out of my own money and I would go without other things to do that. I'm quite committed to my football team but I would not pay money for tickets for them if it meant I couldn't afford my WDCCS subscription.</i></p> <p>Task:</p> <p>Bronze: List the things you show commitment to. Create a bar chart to show how much commitment you show each one - the size of each segment reflects how much commitment you give it. Show example one.</p> <p>Silver: Complete bronze task & describe how you show commitment. E.g. time given up, helping others etc.</p> <p>Gold: Complete bronze task & next to each thing you have listed explain why you make these choices. E.g. Dancing - I give this the most commitment in my time and energy as this is something I really enjoy doing and it is something I want to pursue when I am older.</p> <p>Platinum: To predict on how my bar chart might change in 2 years time when I start secondary school - will anything change? Why/why not?</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>			
<p>Resources</p>	<p>Bar chart template.</p>	<p>Pillar Links</p>	<p>Head: challenge. Heart: responsibility.</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>NA.</p>		