

## Living Like A Saint- Year 3/4

### About the Unit

This unit looks at the phenomenon of saintliness. It explores occasions when the pupils have found themselves disadvantaged by standing out from the crowd to support something they felt to be important. It goes on to look at historical examples of such determination and draws out the kinds of qualities which make someone 'a saint'. Christian saints and Sikh Gurus and their followers are considered as religious examples, drawing out the importance for them of belief in God, and their present day influence. Finally, pupils consider when in their lives they display saintly qualities and what might occasion such behaviour.

### Key Concepts

#### **1.1 Beliefs, teachings and sources**

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs

#### **1.2 Practices and ways of life**

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives

#### **1.3 Expressing meaning**

- a) Exploring different ways people express beliefs and values

#### **1.6 Values and Commitments**

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to those of others

## Key Processes

2.1c	<b>beliefs and practices</b>	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1d	<b>Sources</b>	use and interpret information about religions from a range of sources and understand why they are important in religion
2.1e	<b>Religious/spiritual expression</b>	interpret a range of forms of religious expression and understand why they are important in religion
2.2b	<b>Reflection on belonging</b>	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
2.2c	<b>Reflection on what Individuals and Communities Value</b>	Reflect on the importance of religion and other world views for individuals and communities
2.2d	<b>Responses to Ethical and Philosophical Issues</b>	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives

## Range and Content (traditions and themes)

This unit focuses on the Christian and Sikh traditions.

Themes for this unit:

- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed
- f) **Inspirational people:** figures from whom believers find inspiration.
- g) **Religion and the individual:** what is expected of a person in following a religion or belief

### Curriculum opportunities:

During the course of this unit children may use:

**ICT-** To research the life of a saint using the internet.

**Literacy-** To research the life of a saint; to write a diary entry from someone who has met the person they admire

**Art and Design-** To create either a stained glass window, collage or painting of the symbols representing particular saints; to design a medal to honour an inspirational person.

**Drama-** To role-play stories, though the Guru should not be represented; to explore the right/wrong moral choices; to hot seat inspirational people.

**PSHE/Citizenship-** To explore commitment to groups, moral and ethical standpoints.

**History-** To explore the lives of historical figures who suffered for what they believed in.

### Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	<b>Year 3</b>	<b>Year 4</b>
<b>Basic</b>	Pupils will be able to name a number of qualities which may be recognised to be 'saintly' person. They will tell simply a story about a Christian saint and a Sikh Guru. <b>Level 2</b>	Pupils will describe the kind of person they see as saintly, relating their qualities to their own experience. They will give some account of the motivation of a saint or Guru. <b>Level 3</b>
<b>Developed</b>	Pupils will describe the kind of person they see as saintly, relating their qualities to their own experience. They will give some account of the motivation of a saint or Guru. <b>Level 3</b>	Pupils will recognise a distinction between the historical/present day 'good person' and the religious saint of Guru and relate this to religion. They will give reasons why they might personally be sometimes considered 'saintly' and sometimes not. <b>Working towards level 4</b>
<b>Extended</b>	Pupils will recognise a distinction between the historical/present day 'good person' and the religious saint of Guru and relate this to religion. They will give reasons why they might personally be sometimes considered 'saintly' and sometimes not. <b>Working towards level 4</b>	Pupils will describe the impact of religion on the life of a saint or Guru and suggest why people act like a saint. They will describe and make links to what influences/inspires them to personally display saintly qualities and the motivation of saints or Gurus. <b>Level 4</b>

### **Possible assessment tasks:**

- Observations/discussions of why they would choose a certain path based on their personal experience
- Diary entry of someone who knew the inspirational person – do children express the motivation and strength of character from the person in question?
- Record contributions when discussing the qualities of a saint are they relevant and reasoned?
- Comic strip/freeze frames of a Guru story – can children say what motivated the Guru to act as he did?
- How do pupils use sources when finding out about people who have displayed 'saintly' qualities?
- Do they give reasons for their choices of qualities in the final activity? Do they provide explanations? Are they reflective?

### **Resources**

You may find the following resources useful when teaching this unit:

- Internet access for research purposes – suggested website <http://www.request.org.uk/main/dowhat/saints/saints01.htm>
- Medal templates for honouring people who show saintly qualities
- Collage materials or materials to create a stained glass window such as transparent wrap or tissue paper
- *Stories from the Sikh World*, Macdonald; Sikh Stories, Anita Ganeri, Evans. <http://www.sikhnet.com/story> (Sikh stories for children)
- [http://www.reonline.org.uk/ks2/tt\\_nframe.php?topiclist.php&9-61&http://www.sikhs.org/10gurus.htm](http://www.reonline.org.uk/ks2/tt_nframe.php?topiclist.php&9-61&http://www.sikhs.org/10gurus.htm) and <http://www.reonline.org.uk/ks2/topiclist.php> two teacher resources for knowledge of the Sikh Gurus
- A selection of situations i.e. opposing bullying, not joining in petty crime, sticking to the rules, being different etc

## Vocabulary

Saint	Guru	'Saintly' Qualities	Moral Decision	Inspiration	Admire	Motivation
Guru Nanak	Ik Onkar	Mool Mantra	Pope	Christian	Sikh	Justice

## Glossary of Key Terms

### Guru

The word "Guru" is a Sanskrit word meaning teacher, honoured person, religious person or saint. Sikhism though has a very specific definition of the word Guru. It means the descent of divine guidance to mankind provided through ten Enlightened Masters. This honour of being called a Sikh Guru applies only to the ten Gurus who founded the religion starting with Guru Nanak in 1469 and ending with Guru Gobind Singh in 1708; thereafter it refers to the Sikh Holy Scriptures, the Guru Granth Sahib. The divine spirit was passed from one Guru to the next.

### Ik Onkar

Ik Onkar is a symbol which appears at the beginning the Sikh scripture and means one God. Ik stands for the numeral one. O and ankar put together mean creator. The symbol Ik Onkar communicates the idea of one creative being, or one God, manifest in all of existence.



### Mool Mantar

The word "*Mool*" means "*main*", "*root*" or "*chief*" and "*Mantar*" means "*magic chant*" or "*magic portion*". It was composed by Siri Guru Nanak. It is the key prayer of Sikhs which also sums up the basic concepts of The Sikh Religion.

### Saint

Different religions & groups use the term *saint* differently. The word comes from Latin *Sanctus*, which means holy. In general, saints are believed to be good examples of how people should live, or what people should do.

### Saintly Qualities

Examples may include: holy, kind, humble, respectful, obedient, loving, caring, brave, compassionate, selfless person, help others, never do anything that can hurt anyone, forgiving.

### **Further Guidance**

**Please see WAS Guidance on using these units ([www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE))**

Sikhism rejects any form of idol worship including worship of pictures of the Gurus. When drama is used in relation to the Sikh Gurus it is not considered appropriate to represent them.

The selection of stories will vary depending on resources available but try to ensure a range featuring different aspects of 'saintliness'.


Other traditions also revere persons who have lived in accordance with their faith and are seen as examples of living under the authority of God. You might wish to substitute one or other of them for the Sikh element in this unit.

**Teaching the Unit:**

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p><b>2.2d</b> Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To begin to understand how it feels to stand up for what you believe in</i></p>	<p><b>How far should you stand up for what you think is true?</b></p>	<p>Pupils' own experience , e.g. choice of team to support etc as well as moral decisions</p>	<p>Ask children to think of a time where they have supported or followed something that has caused others to disagree with them – such as supporting a losing football team or contestant in a singing competition.</p> <p>Use role play to explore the effects of peer pressure influencing one to be part of the crowd. For example, while two children are helping a teacher in the classroom one finds money on the ground. Ask one child to try and influence the other to keep the money instead of handing it in. After exploring the improvisation perform a 'conscious alley' where the class is split in two groups and the teacher walks between the opposing positions who are trying to persuade the others to take their side.</p> <p>Discuss how it made the children feel when they were asked to go against their own belief. Ask what helped them to stay strong and do the right thing. Ask children to write in a thought bubble what was going through their mind and how they made the right choice. Extend by asking children to consider how it felt to be isolated and yet determined.</p>	<p>Children consider how it feels to stand up for what they believe in.</p> <p>Children take part in a scenario and explore the effects of peer pressure and outside influences.</p> <p>Children complete a thought bubble showing what they believe in.</p>	<p>A selection of situations, e.g.</p> <ul style="list-style-type: none"> <li>• Opposing bullying</li> <li>• Not joining in petty crime</li> <li>• Sticking to the rules</li> <li>• Being different</li> </ul>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><b><i>To know some facts about the life of someone who stood up for themselves.</i></b></p> <p><b><i>To begin to understand why someone would stick up for themselves.</i></b></p>	<p><b>Who do I admire for sticking to their beliefs?</b></p> <p><b>Why do they do this?</b></p>	<p>Pupils' experience of individuals and people known to them from public life e.g. Nelson Mandela, Martin Luther King etc</p> <p>Looking at their motivations. The sense of justice, and for some the authority of God.</p>	<p>Either ask children to use the internet/non-fiction books to explore the life of someone who stood up for what they believed in, or provide children with the information on different public figures such as Martin Luther King etc. Ask children to identify what they believed in, what motivated them, what they did and who stood against them.</p> <p style="text-align: center;">Or</p> <p>With a teacher or confident child in role, hot seat the person, or someone who knew the person, to retrieve the information.</p> <p>Ask children to create a medal to honour the person who stood up for themselves. Include a picture of them, what they did, what they believed in etc</p> <p style="text-align: center;">Or</p> <p>Children could write a diary entry from the perspective of the public figure or someone who was friends with and admired the person.</p>	<p>Children will know a public figure who were disadvantaged for the views/beliefs they held.</p> <p>Children will explore the motivation of people who stood up for what they believed in e.g. equal rights etc</p>	<p>Internet access</p> <p>Non fiction books related to public figures etc</p> <p>Medal templates</p> <p>Material for diary entry</p>



Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>2.1d Use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p><b><i>To know some facts about a Christian saint and know the qualities of a saint</i></b></p>	<p><b>Why do Christians call some people 'saints'?</b></p>	<p>Stories of some of the saints e.g. St. Peter, St. Paul, St. Stephen, St Joan of Arc, St Francis of Assisi etc</p>	<p>With the children list the qualities of a saint e.g. holy, kind, humble, respectful, obedient, loving, caring, brave, etc.... Ask children in small groups to read about the life of a saint, thinking about why the saint acted as they did.</p> <p>Draw out the saint's belief in Jesus and the need to share this belief. Ask them to come up with graphic symbols to represent their chosen saint's quality and life e.g. -- humble = simple bowed head; loving = decorated heart; St Peter = cockerel, fish etc. Use these to create a stained glass window, collage or paintings.</p> <p>Suggestion: use Wordle.net to make a layout of the listed qualities.</p>  <p><a href="http://www.wordle.net/">http://www.wordle.net/</a></p>	<p>Children know the qualities of a Christian saint.</p> <p>Children can express their knowledge of a saint through pictures</p>	<p><a href="http://www.wordle.net/">http://www.wordle.net/</a>.</p> <p>Art materials depending on chosen outcome</p> <p>Stories of the Christian saints, <a href="http://www.request.org.uk/main/dowhat/saints/saints_01.htm">http://www.request.org.uk/main/dowhat/saints/saints_01.htm</a></p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>To be able to demonstrate the qualities of a Guru</b></p> <p><b>To know the story of a Guru</b></p>	<p><b>What kinds of people were the Sikh Gurus and their followers?</b></p>	<p>Stories of the Sikh Gurus and their followers eg Guru Nanak, Guru Arjan, Guru Hargobind, Bhai Ghanaya.</p>	<p>Read or tell the stories of the Sikh Gurus. Consider what kind of people they must have been. Look at the Ik Onkar symbol and listen to the words of the Mool Mantar which describes the attributes of God. Tell how Guru Nanak made great journeys to share his teachings about God.</p> <p>Ask the children to create a comic strip of one of the stories of the Gurus including thought bubbles of how followers felt about the Guru etc. Children could tell the story from the point of view of the follower and finish the comic with how the Guru lived in accordance with their belief in God.</p>	<p>Children will know the story of a Guru and represent it in comic strip form.</p> <p>Children will be able to say how they lived in accordance with their beliefs</p>	<p><i>Stories from the Sikh World</i>, Macdonald; Sikh Stories, Anita Ganeri, Evans.  <a href="http://www.sikhnet.com/story">http://www.sikhnet.com/story</a> (Sikh stories for children)</p>

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<p>Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><b><i>To be able to describe the type of person I am and say which saintly qualities I may have</i></b></p>	<p><b>What would make me live like a saint?</b></p>	<p>Pupils' experience of situations when they would follow their beliefs</p>	<p>Ask children to think of or choose from a list, something they believe strongly in or care about (such as supporting a team, sticking up for a friend etc)</p> <p>Show the list of saintly qualities generated by the children earlier in the unit. Ask children to suggest three of the qualities they would need for this particular circumstance.</p> <p>Draw a picture or write what they would look like when displaying these qualities. Extend by asking children to say when they would find it hard to have saintly qualities.</p>	<p>Children will be able to relate their own personality to that of saints</p>	<p>Saintly qualities list</p>