

Beginnings Unit- Year 5/6

About the Unit

Pupils research the origins of the groups to which they belong and try to discover the aims and purposes of those groups. They should consider why they joined and what responsibilities they have to the group. They should hear the story of the founding of the Christian Church at Pentecost and the coming of the Holy Spirit symbolically in wind, fire and words. Emphasis will be put on the danger to the first Christian witnesses and their courage. The fish symbol is introduced, and pupils should learn about modern marking of the festival. Pupils learn about the founding of the Sikh Khalsa, considering the issue of courage in standing up for one's beliefs. They investigate how Baisakhi is now annually celebrated and discover the significance of the 5Ks. Pupils will consider how far they would go in support of their own beliefs and whether they want others to know what is important to them.

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
- b) Understanding and responding to beliefs

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.4 Identity, Diversity and Belonging

- a) Exploring how individuals develop a sense of belonging through faith or belief

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

2.1a	Importance/impact of religion & religious diversity	(i) investigate the significance of religions in local, national and global communities
2.1b	specialist vocabulary	use specialist vocabulary in communicating their knowledge and understanding
2.1c	beliefs and practices	(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	Sources	use and interpret information about religions from a range of sources and understand why they are important in religion
2.1e	Religious/spiritual expression	interpret a range of forms of religious expression and understand why they are important in religion
2.2b	reflection on belonging	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

Range and Content (traditions and themes)

This unit focuses on the Christian and Sikh traditions.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life

Curriculum opportunities:

During the course of this unit children may use:

Maths- To gather and collate results of the questionnaires (data handling).

ICT- To present findings of questionnaires; to make presentations about the 5Ks.

Literacy- To research festivals and 5Ks; to write eye-witness accounts of stories; to make posters about 5Ks.

Art and Design- To make banners about Pentecost.

Drama- To role-play stories, though the Guru should not be represented.

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

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:

	Year 5	Year 6
Basic	Pupils can recall some aspects of the two stories and name the two present-day celebrations linked to the stories. They know Christians and Sikhs belong to a group and want to share their beliefs. Pupils know they belong to groups. Working towards L3	Pupils will be able to retell the two stories simply and give some account of present-day celebration. They will understand that Christians and Sikhs want others to know about their beliefs. The pupils will be able to name a group that is important to them, to which they may belong. Level 3
Developed	Pupils will be able to retell the two stories simply and give some account of present-day celebration. They will understand that Christians and Sikhs want others to know about their beliefs. The pupils will be able to name a group that is important to them, to which they may belong. Level 3	Pupils will give reasons why these stories are precious to Christians and Sikhs and relate the celebrations to the stories. They will give some account of the reasons why they choose to support particular groups. Level 4
Extended	Pupils will give reasons why these stories are precious to Christians and Sikhs and relate the celebrations to the stories. They will give some account of the reasons why they choose to support particular groups. Level 4	Pupils will offer meanings for the symbols encountered, relating them to beliefs and practice within the traditions studied. They will understand that story and symbol have meaning beyond the literal. They will link their personal standpoint to that of a believer, giving logical reasons. Working towards L5

Possible assessment tasks:

- Discussions/written accounts about why children choose to belong to groups
- Role-play of Pentecost story, focusing on emotions
- Pentecost banners with relevant signs and symbols
- Eye-witness accounts of Baisakhi story
- 5Ks posters/presentations
- Children's individual symbol designs

Resources

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

- Large sheet of paper and pens for chart.
- Questionnaires.
- Additional information/literature about different groups. Bible- Acts 2
- Props for re-telling the story
- Wooden ichthus (fish) symbol
- Different versions of the story of the founding of the Khalsa e.g. *Sikh Stories*, Evans
- Video/DVD: *Animated World Faiths*, Channel 4; *Stories from the Sikh World: Vasakhi 1699*, Roop Singh, Sikh Educational Services; *Pathways of Belief: Islam, Hinduism, Sikhism: Living as a Sikh- Baisakhi and Commitment*, BBC
- Christian visitor, preferably from a Pentecostal church.
- Art and craft materials for the banner.
- Information books to research Pentecost, such as: *I am a Pentecostal*, Franklin Watts.
- Video/DVD: *Worlds of Faith: Christian 3- Communication with God in Spirit*, Channel 4
- Set of 5Ks artefacts (see <http://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml> for explanation of each)
- Video/DVD: *Pathways of Belief*, BBC
- Non-fiction books about the Sikh tradition
- Large paper/art materials for posters
- ICT presentation software such as Powerpoint
- Art materials to make symbols.

Vocabulary

belonging	group	Pentecost	Holy Spirit	Trinity	ichthus	Christian
Sikh	Khalsa	Guru Gobind Singh	5 Ks	kacchera	kara	kangha
kirpan	kesh	symbol	value	Baisakhi		

Glossary of Key Terms

Baisakhi

Baisakhi is the festival which celebrates Sikh New Year and the founding of the Sikh community, known as the Khalsa.

5Ks

Kacchera (soldier shorts)- readiness, sign of chastity

Kara (bracelet)- God is One, without beginning or end, reminder to do good with your hands

Kangha (comb)- cleanliness and discipline

Kirpan (sword)- defence of faith, justice

Kesh (uncut hair)- submission to God's authority

Ichthus

The Greek word ἰχθύς (*ikhthýs*) stands for "fish". It's also an acronym of the words "Jesus Christ, Son of God, Redeemer" (*Iēsus Khristos Theū (H)yiōs Sōtēr*). It was used as a secret sign for Christians during times of persecution.

Khalsa

The Khalsa is an organization of especially devout Sikhs created by the Tenth Guru, Gobind Singh, as a means to help unite the Sikhs and encourage devotion to Sikh ideals. (read the story of how the first Khalsa was formed)

Pentecost

Pentecost is the festival that marks the birth of the Christian church by the power of the Holy Spirit. It recalls the time the holy Spirit came upon the disciples in the form of tongues of fire after Jesus had returned to heaven. Pentecost means "fiftieth day" and is celebrated fifty days after Easter.

Trinity

The word "trinity" is a term used to denote the Christian doctrine that God exists as a unity of three distinct persons: Father, Son, and Holy Spirit. The word 'Trinity' does not feature in the Bible itself.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

It would be possible to look at Islam as an alternative, looking at the actions of Mohammed in defending the belief in God as One and perhaps Bilal. Here the symbolism lies in the removal of symbolism.

There are stories of the beginning of the Buddhist Sangha and an annual celebration of the Buddha's first sermon, Asalha Puja.

Links to teaching about the Holocaust are also possible, as long as it is made clear that Jews were killed more for their race than their faith. This does not mean that faith was any less strong in Jewish believers. There would be a connection to the institution of Holocaust Day.

Another approach to these festivals could be through individual birthdays and anniversaries but this does leave out the values element of the unit.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<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><i>To be able to name a group you belong to and share why and how you joined the group</i></p> <p><i>To be able to identify groups that are similar in what they do and why they do it</i></p>	<p>What groups do I belong to?</p> <p>How and why were they formed?</p> <p>What was required of me in becoming a member?</p> <p>What occasions do we celebrate?</p>	<p>Groups to which pupils belong, their origins, aims and purposes.</p> <p>Personal joining ceremonies.</p> <p>Promises and responsibilities.</p> <p>Specific celebrations.</p> <p>The sense of sharing with people world wide who have similar aims and purposes.</p>	<p>Ask the children to think about which groups they belong to, including school-based and outside groups, and make a class chart to show this. Design a questionnaire to find out more about these groups, concentrating specifically on the key questions. A homework task could provide more research.</p> <p>Display the results on the classroom wall so everyone can read all about the groups and see who belongs to them.</p> <p>Ask the children to choose one of the groups they belong to and either share orally with the class or write about a group they belong to and why and how they became a member.</p> <p>The children should then choose one group they don't already belong to and share orally or write about why they could or could not become a member.</p> <p>Discuss which of the groups share similar aims. Are there any groups</p>	<p>Children are able to name a group they belong to.</p> <p>Children can share why and how they became a member of a group.</p> <p>Some children can identify groups with similar aims and purposes.</p>	<p>Large sheet of paper and pens for chart.</p> <p>Questionnaires.</p> <p>Additional information/literature about different groups.</p>

			that anyone in the world could belong to?		
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<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>2.1c (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</p> <p><i>To be able to retell the story of Pentecost and identify the emotions in the story</i></p> <p><i>To know the ichthus sign as a secret sign of</i></p>	<p>How did the Christian Church begin?</p>	<p>Story of the first Pentecost when the Holy Spirit came to the disciples.</p> <p>Beginnings of the Christian Church.</p>	<p>Read or tell the story of the first Pentecost from the Book of Acts in the Bible. Discuss this event as the beginning of the Christian Church.</p> <p>Role play the scene and spend some time investigating the emotions behind the story.</p> <p>Introduce the fish symbol (ichthus) as a secret symbol Christians used when it became too dangerous for them to openly share their faith. Discuss the choice of the fish and what it might represent.</p>	<p>Children can re-tell the story of Pentecost and identify and discuss the emotions behind the story.</p> <p>Children know the ichthus as a secret sign of the early Christians.</p>	<p>Bible- Acts 2</p> <p>Props for re-telling the story</p> <p>Wooden Ichthus (fish) symbol</p>

early Christians					
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<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>(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</p> <p>To be able to investigate the finding of the Khalsa</p> <p>To be able to retell the story and discuss its meaning</p>	<p>How was the Sikh Khalsa formed?</p>	<p>Story of Guru Gobind Singh and the calling of the Panj Piare.</p> <p>The giving of the 5Ks to identify members of the Khalsa (Sikh brotherhood).</p>	<p>In groups, investigate different versions of the Sikh story of Guru Gobind Singh and the founding of the Khalsa (this could include paper copies, web-based resources and DVD clips). Ask each group to report back on what they have found out and as a class discuss what happened.</p> <p>Ask the children to write an eye-witness account of the events and to indicate their own view of the story- whether it tells of a miracle or a symbolic action on the part of the Guru.</p>	<p>Children can research the founding of the Khalsa.</p> <p>Children can re-tell the story and offer an opinion on what the story means.</p>	<p>Different versions of the story of the founding of the Khalsa e.g.</p> <p><i>Sikh Stories</i>, Evans</p> <p>Video/DVD: <i>Animated World Faiths</i>, Channel 4; <i>Stories from the Sikh World: Vasakhi 1699</i>, Roop Singh, Sikh Educational Services; <i>Pathways of Belief: Islam, Hinduism, Sikhism: Living as a Sikh-Baisakhi and Commitment</i>, BBC</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p><i>To know the present day celebrations of Pentecost, including signs and symbols</i></p> <p><i>To be able to use a variety of sources to further your understanding of this Christian festival</i></p>	<p>How do Christians celebrate Pentecost?</p>	<p>Services and special hymns, banners, vestments linked with Pentecost.</p> <p>Symbols of dove, flame to show allegiance.</p>	<p>Invite a Christian visitor to talk about Pentecost and the signs and symbols associated with the festival. Explain the concept of the Holy Spirit as part of the Trinity.</p> <p>Invite the children to design their own banner (individually or in groups) to show that Christians believe God is with them and including appropriate signs and symbols.</p> <p>Use information books to research the present-day festival of Pentecost.</p>	<p>Children know the story of Pentecost and present-day celebrations of this event, including signs and symbols.</p> <p>Children can use sources to research the festival further.</p>	<p>Christian visitor, preferably from a Pentecostal church.</p> <p>Art and craft materials for the banner.</p> <p>Information books to research Pentecost, such as: <i>I am a Pentecostal</i>, Franklin Watts.</p> <p>Video/DVD: <i>Worlds of Faith: Christian 3-Communication with God in Spirit</i>, Channel 4</p>

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<p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p>2.1b use specialist vocabulary in communicating their knowledge and understanding</p> <p><i>To know some of the aspects of the festival of Baisakhi</i></p> <p><i>To be able to</i></p>	<p>How do Sikhs celebrate Baisakhi?</p>	<p>Service, cleansing the Nishan Sahib, feasting and fun, parades to celebrate Baisakhi.</p> <p>The significance of the 5Ks.</p>	<p>Use books and DVD footage to show the children what happens during the Sikh festival of Baisakhi. Listen to some bhangra music and dance.</p> <p>Recall the founding of the Khalsa and the giving of the 5Ks as symbols. In groups, use information books to research one of the 5Ks and to find its meaning. Present findings to the whole class and make posters/ICT presentations showing the meaning of each item.</p> <p>Discuss what it would mean to a Sikh to be seen wearing these symbols.</p>	<p>Children can identify some of the aspects of the festival of Baisakhi.</p> <p>Children can research one of the 5Ks and present their findings.</p> <p>Children show some understanding of what wearing these symbols would mean to a Sikh.</p>	<p>Set of 5Ks artefacts</p> <p>Video/DVD: <i>Pathways of Belief</i>, BBC</p> <p>Non-fiction books about the Sikh tradition</p> <p>Large paper/art materials for posters</p> <p>ICT presentation software such as Powerpoint</p>

***research one of
the 5Ks and
present your
findings***

***To be able to
demonstrate
understanding of
what wearing
these symbols
would mean to a
Sikh***

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Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<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><i>To begin to understand your level of commitment to groups you belong to</i></p> <p><i>To be able to design a symbol to illustrate what you believe to be true and of value to you</i></p>	<p>What would I risk my life to belong to?</p> <p>What truth do I feel should be spread?</p>	<p>Personal values and ideals.</p>	<p>Briefly re-cap on the signs and symbols related to the two stories which are the focus of this unit and how these are used to show belonging to Christian and Sikh groups.</p> <p>Discuss commitments to different groups and what might affect the level of support pupils would want to give. In groups, devise a scale of commitment and use this to share levels of support individuals feel they would want to give to a selection of causes and groups.</p> <p>Ask individuals to design a symbol they could wear to indicate what they themselves consider to be true and of value and that has their support.</p>	<p>Children can indicate their level of support and commitment to different groups and causes.</p> <p>Children are able to design a symbol to illustrate what they hold to be truth and of value to them.</p>	<p>Art materials to make symbols.</p>