

Year 5&6 Key Stage 2



RELIGIOUS EDUCATION

Resource File

Year 6 units of work - Moral maze - Actions and beliefs





Lesson 2 Actions and beliefs

The big picture

In every gurdwara there is a langar, a free kitchen/dining hall where anyone of any gender, religion or colour can come and share a meal. The provision of the langar is part of the Sikh belief that everyone is of equal value and worth. This lesson also demonstrates the Sikh belief in equality.

The story used as a stimulus in this lesson happened during the time of Guru Gobind Singh who lived between 1666 and 1708. This story shows how standing up for what you believe to be right can be difficult and challenging. It is used as a basis for a discussion of peer pressure.

Learning objective

Learning about

- To explain how the water carrier's beliefs led him to act as he did despite influence from other people.

Learning from

- To learn that standing up for your beliefs and doing what you think is right can be challenging.

Success criteria

Learning about

- Pupils will have explained the water carrier's beliefs and considered how he managed to remain true to them despite the pressure he was under.

Learning from

- Pupils will have thought about and described a time when their beliefs have been challenged by those around them.

Religious Education Council Requirements

A1, A2, B1, B2, C2, C3

Resources

- **Resource sheet 5:** 'Bhai Kanhaya and Guru Gobind Singh'

Vocabulary

equal, Guru Gobind Singh, Mughal

Key questions ?

How can your beliefs affect your actions?

Can you think of any ways that you would try to stick to your own beliefs?

Introduction

Ask everyone to tell a partner about one belief that they have that is really important to them and that they won't change their mind about, no matter what. Talk about one of your own beliefs as an example, such as being against cruelty to animals.

Once people have explained their belief to a partner, ask them to write it on their individual whiteboards. Read out a few suggestions. Suggest some challenging situations where people might have to stick up for their beliefs, for example, they come across some of their friends being cruel to a cat and are pressured to join in.

Key questions ?

Do they join in? Do they walk away? Or do they try to stop their friends being cruel or perhaps go and tell an adult what they have seen? How far does the class think they would go to defend their beliefs?

Introduce the learning objective: 'In this lesson we will hear about a man who stood up for his beliefs even though many around him tried to persuade him to behave in a different way. You will have the opportunity to reflect on why he acted as he did and think about times when you have been influenced to act against your beliefs by the people around you.'

Activities

Stimulus

Ask the class to close their eyes while you tell them a story. Explain that while you are telling the story you would like them to imagine it running through their heads as if they were watching a film.

When everyone is settled and sitting comfortably begin to tell the story of Bhai Kanhaya and Guru Gobind Singh (**Resource sheet 5**). Stop the story where Bhai Kanhaya has tended to the needs of the first two men and is looking at the injured soldiers on the battlefield. Ask everyone to open their eyes and describe the scene that they can see to a partner. What do they think Bhai Kanhaya is going to do next? Ask them to explain their ideas to their partner.

Settle the class down again and ask them to close their eyes and try to picture the rest of the story as you tell it. Stop the story again as Bhai Kanhaya is brought before the Guru. Again, ask people to describe the scene they see to a partner. What do they think the Guru will say to Bhai Kanhaya?

Read the end of the story.

Response

Ask the class to either draw or write the scenes at the two points when you stopped the story and they talked to their partners.

If they choose to draw the scenes ask them to annotate each character in their picture, showing their thoughts. If they have time they could also write a speech bubble for each character.

If they are going to write a description of the scenes then they also need to clearly write the thoughts and the speech interaction between each of the characters.

Whichever task they undertake, ask them to show clearly the pressure that Bhai Kanhaya would have felt under when he heard the criticism from his fellow soldiers. In Bhai Kanhaya's thoughts and speech they should try to show his beliefs and influences.

Plenary

Share some examples of people's work. Ask them to fill in the following sentence starters:

- Bhai Kanhaya said, 'I only see the Guru's face' because...
- After hearing this story, Sikhs should...

Ask the class to reflect on how they treat people they don't know.

Key questions ?

Do they treat them the same as their friends, better or worse? You could talk to the class about the langar in Sikh gurdwaras, where everyone is welcome to share a meal. How does this demonstrate the Sikh belief that all people are of equal worth?

Ask everyone to think of a time when their beliefs have been challenged.

Key questions ?

Did they manage to stick to their beliefs or not? What would they do differently next time to help them stick to their beliefs? If they managed to stick to their beliefs how do they think they managed to do it?

Ask people to fill in a final sentence starter:

- In this lesson I have learnt...

Differentiation

Less able people may want to concentrate on one of the two scenes from the story.

Extension

More able people should be able to reflect on what other faith leaders would say if they were in the same position as Guru Gobind Singh.



Name:

Date:

Bhai Kanhaya and Guru Gobind Singh

In the city of Anandpur lived many Sikhs, including Guru Gobind Singh. Emperor Jahangir and his Mughal army had laid siege to the city for eight months. They demanded that the Sikhs surrender and leave the city, but the Khalsa Sikhs refused to give up their homes and lands.

A battle ensued with the Mughal soldiers greatly outnumbering the 10 000 Khalsa Sikhs. The losses were heavy on both sides. Pain and suffering were great but neither side showed any sign of backing down.

As the Guru saw the great suffering he sent several people out to alleviate the pain of the soldiers that lay dying on the battlefield. He asked the people to administer first aid, give out water and support the soldiers in the last hours of their lives.

Bhai Kanhaya was one of the Sikhs who went on to the battlefield. The first man he came to he was able to give water to, another man needed someone to wipe his brow. The scene was devastating.

The battlefield seemed to be full of dying men as far as the eye could see. As he went further into the battlefield he helped more and more dying men.

A soldier saw that Bhai Kanhaya was not only providing water and first aid to the Sikhs but also to the dying Mughal soldiers. Incensed, he went and spoke to the Guru.

When the Guru heard what was happening he demanded to see Bhai Kanhaya and he was brought back from the battlefield to explain himself to the Guru.

The Guru asked Bhai Kanhaya to explain his actions. Bhai Kanhaya explained that when he looked at each of the soldiers he could not see whether they were Mughal or Sikh. In each one he could see the face of the Guru.

The Guru praised the actions of Bhai Kanhaya, saying: 'He is a true Sikh. He knows that we should help all those who are suffering or needy. All are equal before God.'



Lesson 3 Religious dress

The big picture

This lesson gives the class the opportunity to think collectively about beliefs that they, or people of their own age, might hold deeply. The lesson provides a safe space for them to discuss their beliefs and decide which they would defend the most vigorously.

During this lesson there will be the opportunity to give people strategies to use for expressing their beliefs and standing up for them in difficult situations.

Learning objective

Learning about

- To understand that people from different religions and people without a belief in God can have different views on important subjects.

Learning from

- To understand that sometimes it is difficult to stick to one's deeply held views.

Success criteria

Learning about

- Pupils will have explained some of the views that people from different religions might have on a particular issue.

Learning from

- Pupils will have explained situations where it might be difficult to stick to one's beliefs and explained some techniques someone might use to enable them to do so.

Religious Education Council Requirements

A1, A3, B2, B3, C2, C3

Resources

- **CD Image Gallery, page 9:** 'Religious symbols'
- **Resource sheet 6:** 'Newspaper article'
- **Resource sheet 7:** 'Belief cards'
- **Resource sheet 8:** 'Strong beliefs'
- Interactive whiteboard

Vocabulary

Five Ks, headscarf, kippah, religious symbol, secular, skullcap, topi, topknot

Key questions ?

How do you stand up for your beliefs?

What is the importance of wearing certain symbols in different religions?

Do you think people should be able to wear religious symbols in educational establishments?

Introduction

Introduce the learning objective: 'In this lesson you will think about the type of beliefs that people of your age hold strongly. These might be religious or moral beliefs. You will then have the chance to think about and discuss why you hold these beliefs and other people will try to change your mind.'

Ask the class to think about the decisions they made this morning when they were choosing what to wear to school today. Explain that for many young people there are very few decisions to be made, especially if you wear a school uniform.