

RE in KS1: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. They will learn about Sikhs, Muslims and Christians.

Aims and outcomes

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning increasingly enables pupils to...

A. Make sense of a range of religious and non-religious beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
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End of key stage outcomes: This RE enables most 7 year olds at the end of year 2 to:

Identify the core beliefs and concepts studied and give a simple description of what they mean.	Give examples of how people use stories, texts and teachings to guide their beliefs and actions	Think, talk and ask questions about whether the ideas they have been studying have something to say to them
Give examples of how stories show what people believe (e.g. the meaning behind a festival).	Give examples of ways in which believers put their beliefs into action	Give a good reason for the views they have and the connections they make.
Give clear, simple accounts of what stories and other texts mean to believers		

Key question 1.1: What do Christians believe God is like? (Key concept: God)

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify what a parable is - tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Understand the impact - give at least two examples of ways in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) Make connections - think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas 5 key words to teach: God, creator, Jesus Christian, Parable	- Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like. Ask the children for their own ideas about God and see if they agree with Christian ideas that God is loving, powerful and creative. 'Where is God?' is a good question. - Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective storytelling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a 'parable' – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden messages. - Refer back to the key question: 'What do Christians believe God is like?' Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and the Lost Coin, and also in Luke 15 for extra examples. - The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class, think of ways that Christians might show how glad they are that God loves them so much, e.g. by singing praising songs, praying saying why they love God, reading about God in the Bible, loving people, forgiving people, caring for people, going to church, praying and talking to God, praying and asking God to help, and being generous. Explore some examples of these, e.g. by talking to some Christians, or matching pictures. - Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians, or for other people too. What makes forgiving easy or hard? - Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have, and the importance of forgiving pupils in school. Talk about the importance of 'turning round' like the lost son or saying 'sorry'. - Talk about other times when forgiveness is given (through role play, if appropriate): at home? At out-of-school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question: 'What do Christians believe God is like?' How fully can pupils answer this, focusing on understanding of the parable's meaning? - What happens when forgiveness is not given? Get pupils to practise saying 'I'm very sorry,' and 'That's ok – I forgive you,' to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don't forgive? Why is it sometimes hard to forgive? - Listen to 'You Can Hold On' by Fischy Music (there is a free extract on www.fischy.com). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive. - Explain Christians often talk about there being four main types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something. The Parable of the Lost Son might lead Christians to think it is very important to say praise and saying 'sorry' prayers. - Look through the Lost Son and see if pupils can see what types of prayers the characters might say at different parts of the story. Write some examples of characters' prayers. Compare with some Christian prayers from today (e.g. the Lord's Prayer and some examples from Christian websites, such as www.prayerscapes.com/prayers/prayers.html). - Refer back to the core question: 'What do Christians believe God is like?' The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live. These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.

YEAR 1 AUTUMN 2

Key question 1.2: Why does Christmas matter to Christians? (Incarnation)

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Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - recognise that stories of Jesus' life come from the Gospels - give a clear, simple account of the story of Jesus' birth and say why Jesus is important for Christians Understand the impact - give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Make connections - think, talk and ask questions about Christmas for people who are Christians and for people who are not - consider what they personally have to be thankful for, giving a reason for their ideas 5 key words to teach: God, Jesus, Incarnation, Christmas gifts, Gospels.	Introduce this unit by looking for signs that Christmas is coming – signs of winter, decorations, adverts. Ask pupils why they think Christmas is important for Christians. - Tell some familiar stories about a character who appears to be someone he/she is not (e.g. in <i>Beauty and the Beast</i>). Look at a picture of baby Jesus from the Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby, but God on Earth! Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the incarnation. - Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is 'God come to Earth' – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit? - Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g. <i>Experience Christmas</i> from <i>Jumping Fish</i>). Set up some stations: Gabriel visits Mary, the journey to Bethlehem, Jesus is born and placed in a manger, angels appear to shepherds, shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell it. Of course, many schools dramatise the Nativity story in Christmas plays. Use this practice for learning too. - Talk about Jesus' birth in the outhouse/stable – what were conditions like, and who visited? Luke's story talks about Jesus' birth being 'good news'. Talk about who it might be good news for and why, and why Christmas is important for Christians. - Look at a selection of Christmas cards: which ones have a clear link to the story in Luke? Ask pupils to explain the links. Either visit a church to find out what will be happening around Christmas, or get a local Christian leader to bring in photos. Find out about the colours the vicar/priest might wear. What other signs will there be about Jesus' birthday and that this is important to Christians? - Introduce the word 'advent', which is when Christians prepare for Jesus' arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar, making a crib scene; etc.). - Make connections with the kinds of decorations people put up for birthdays or for Diwali with those put up by Christians for Jesus' birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions? Are there themes, such as light, which can be found in different celebrations? - People give gifts and say 'thank you' at Christmas. Ask pupils to create the 'thank you' prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own 'thank you' statements and give them out. Note: This unit focuses on Luke's Gospel, so that if your school does Christmas in each year group, the other class(es) could use Matthew's account (chapters 1 and 2), including the wise men and gifts, Christmas carols linking to giving and incarnation and ways in which people help and support others at Christmas. These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2018. Used by permission.

Key question 1.7 + 1.8: Beginning to Learn Islam. Who is Muslim? What do Muslims learn from stories of the Prophet? What can we learn from Muslims in Sandwell? (God / tawhid / ibadah / iman) (Double unit)

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Teachers will enable pupils to achieve these outcomes, appropriate to their age and stage, so that they can: Make sense of belief - recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and a small number of the 99 Beautiful Names of Allah, and give a simple description of what some of them mean - give examples of how stories about the Prophets show what Muslims believe. Understand the impact - give examples of how Muslims use stories about the Prophets to guide their beliefs and actions (e.g. care for creation, fast in Ramadan, pray 5 times daily) - give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using <i>subhah</i> beads)	Muslims believe there is one God only. Muslims say 'Allah' for God (it is the Arabic word for God) - You could start by talking about prayer. What makes prayer special? Many people believe they are talking to God when they pray. God is invisible, but has the power to hear all the prayers. Ask the children to think up good questions about prayer and about God. Make some lists of questions. Talk about where we might find answers to these questions. Muslims find answers revealed to the Prophet in the Qur'an. Here are some useful introductory animations from BBC: https://www.bbc.co.uk/bitesize/topics/zj3d7ty - Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name). In Islam, the central belief that there is only one God is referred to as <i>tawhid</i>. Muslims always teach the unity of the one true God, Allah (the Arabic word for God). BBC has helpful resources here. Begin from this site: https://www.bbc.co.uk/bitesize/topics/zj3d7ty <i>Iman</i> means belief, and it is expressed in the words of the <i>Shahadah</i> ('There is no god except Allah, Muhammad is the Messenger of Allah'). Find out about the <i>Shahadah</i>, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also called out as part of the call to prayer (<i>adhan</i>). Its words are incorporated into the <i>adhan</i>, is seen as the best first words for a baby to hear, so it is often whispered into babies' ears soon after birth. Talk about why it is used in these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life. - Muslims believe it is impossible to capture fully what God is like, but they use 99 names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, and to think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: <i>One beautiful name found in the Qur'an for Allah is ... If I was ... I would ... If other people were ... they would ...</i> Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim. Examples might include: Merciful / Giver of Peace / Creator / Giver of Life / The Protector / The Knower of Secrets / The Majestic / The Care-Taker. - Look at calligraphy and listen to <i>nasheeds</i> (e.g. by Dawud Wharmby Ali) that express ideas about God and Muhammad, e.g. calligraphy showing some of the 99 names of Allah; <i>I am a Muslim</i> by Zain Bhikha; share the words of the <i>Shahadah</i>; listen to the <i>adhan</i>. Give pupils a way to respond to their own big questions, e.g. writing a class 'big questions' poem or a 'Where is God?' poem: can they describe one of the beliefs that Muslims hold about God? Muslims follow the example of Messenger of God, called Muhammad. His example is found in the <i>sunnah</i>. - Remind pupils that the <i>Shahadah</i> says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name, or write 'PBUH'). Examine the idea that stories of Muhammad are very important in Islam. They say a lot about what the Prophet said

Key question 1.6: Why does Easter matter to Christians? (Salvation)

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - recognise that Incarnation and salvation are part of a 'big story' of the Bible - tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) Understand the Impact - give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Make connections - think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to any person about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas 5 key words to teach: Easter, Jesus, Gospel, Cross, Empty Tomb	- New life in spring: If you are doing this unit in the Spring Term (although this is not compulsory timing), you might introduce it by looking around for examples of the new life that comes in the spring, and get pupils to observe flowers, buds, eggs, lambs and so on. The story for Christians leads to the idea of new life. - Introduce the story of Holy Week. (Note that pupils should understand that this story takes place over 30 years after the events of the Nativity, even though pupils have only celebrated Christmas three months earlier!) Here's a good clip: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhqv47h - Set up an Easter labyrinth or outdoor trail for pupils, including: 1) The entry into Jerusalem, e.g. John 12:12–15; 2) Jesus asks his followers to remember him with bread and wine; 3) Jesus' betrayal and arrest at the Mount of Olives, e.g. Luke 22:47–53; 4) Jesus dies on the cross, e.g. Luke 23:26–56; 5) The empty tomb, e.g. Luke 24:1–12; 6) Jesus' appearance to Mary Magdalene and the disciples in John 20:11–23. At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their thoughts, feelings and questions. Make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell or taste for the crucifixion. Use a variety of active strategies to get pupils to become familiar with the story (e.g. simple role play, freeze-framing, simple diary entries for different characters, story-boarding, putting images in chronological order, retelling events to each other, making a symbol with playdough). - Talk about the emotions of Jesus' followers during the week. Match the emotions to different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed). - Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs. Children draw onto two sides of an egg-shaped piece of card a scene from Good Friday and one from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of 'salvation' – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians, and about the hope Christians have that heaven is a place without pain or suffering – a place of joy. - Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating a cross in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations. - Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad. These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2016. Used with permission.

Key Question 1.4 Beginning to learn about Sikhs: stories of the Sikh Gurus

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: Making sense of belief: - Re-tell simply some stories of Guru Nanak - Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?) Understanding the Impact: - Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus - Make links between Sikh ideas of God found in the stories and how people live Making connections: - Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?' - Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories. - Give a good reason for their ideas about whether any of these things are good for them too. 5 key words to teach: Guru, Sikh, Gurudwara, values, equality	Sikhs tell many stories about their 10 Gurus. A 'Guru' is a spiritual teacher. In this unit we focus on Guru Nanak and Guru Har Gobind. Pupils will explore three stories with meanings; caring for others, sharing what you have and ideas about what God is like in Sikh. (NB: many Sikhs refer to their religion as 'Sikh' rather than 'Sikhism'). Here's a good start: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-sikh-stories/mov47h 1) Caring for others - Guru Har Gobind (the sixth Guru) is remembered at the Sikh festival of Diwali. Guru Har Gobind was in jail, and the king gave him release. He petitioned for the release of other prisoners, and the king promised that he could take free with him all those who held his cloak. All night long they stitched a huge cloak, so that the whole prison could hold on. The next morning the Guru led all the prisoners to freedom - Discuss why did Har Gobind created this cloak? Was it to keep himself warm? Was it to allow everyone to be freed with him? - Talk about how important it is in Sikh to care for others. This story reminds Sikhs to care for others, just like Har Gobind. 2) Sharing what you have - The story of Durrani Chand involves Guru Nanak, a travelling teacher. He visited Lahore, where there lived a greedy banker called Durrani Chand whose palace shone with gold, marble and precious jewels. Durrani Chand rushed to invite the Guru to a special feast: it would make him look very important to have a famous guest. Guru Nanak accepted the invitation. It was a wonderful occasion. When everyone had finished, Durrani Chand turned to Guru Nanak: 'I am a wealthy man, I can help you. What do you want me to do?' Guru Nanak sat and thought. Fumbling in his pocket, he drew out a tiny sewing needle. 'Something you can do for me,' he replied, holding up the needle. 'I want you to keep this needle very safe and give it back when we meet in the next world.' Durrani Chand felt very important. The Guru had given him a very special task. He took the needle and showed it to his wife, explaining what the Guru had told him. To his surprise, she burst into laughter. 'How are you going to do that?' she asked. He thought and thought, then ran back to the Guru asking 'How can I take this needle with me when I die?' 'If you cannot take a tiny needle with you when you die, how are you going to take all your riches?' asked the Guru. For the first time in his life Durrani Chand felt ashamed. He realised he had been greedy when he could have been generous. He and his wife decided to use their wealth to help the poor. - Tell the story of Durrani Chand. What did he realise? How did he and his wife respond? - Talk about how important it is in Sikh to share what you have. This story reminds Sikhs to share, just like Durrani Chand. 3) What is God like? - When Guru Nanak was 9 his family prepared him to wear the sacred thread of Hinduism. Nanak was born into a Hindu family but his teachings founded the new religion of Sikhism. The thread marked him out as a high-born Hindu. Only boys from such families could wear it. Nanak refused, stating that a thread would not bring him any closer to God if he was not a good person. Nanak later taught that God does not recognize whether someone is male or female, rich or poor, and all people could connect to God, not just the so-called high-born. - Tell this story. Would Nanak have been scared to disobey his parents and religion? How hard or easy is it to speak up sometimes? - What does Nanak say that God does not recognize? What do pupils think God SHOULD recognize in people? - Tell the story in an exciting way, giving the children a way of joining in. Develop a drama about the story. They might make a scene of the story, and then another scene which follows, sharing their scenes. Explore meaning using hot-seating, circle time or persona dolls. These animations are useful: https://www.bbc.co.uk/bitesize/topics/zs1jyrd - Name the values explored; caring, sharing, freedom and equality. Make cards expressing these values to give to others.

Key Question 1.5 Beginning to learn about Sikhs: the Gurdwara – why is there a kitchen?

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Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: Making sense of belief: - Recognise the Sikh holy building, the Gurdwara, from local photos - Re-tell simply some of the things that happen in a Gurdwara - Give examples of other community buildings where people share their lives Understanding the impact: - Give examples of how Sikhs worship, pray, sing and share their lives at a Gurdwara - Make simple links between Sikh ideas of God and service to others and the work of the Gurdwara - Give an example of how some Sikh people might remember God in different ways (e.g. through worship at the Gurdwara, through service) Making connections: - Ask some questions about Sikh worship using the questioning words 'Who? How? Why? What if?' - Talk about what they think is good about the Sikh Gurdwara and the ideas they noticed in their learning. - Give a good reason for their ideas about whether any of these things are good for them too. 5 key words to teach: Sikh, Gurdwara, langar, generous, sharing	At the Gurdwara, why is there a kitchen? - A 'gurdwara' is the 'Guru's house.' Teach children that it is the holy building for Sikh people, where they go to worship, to learn and to enjoy the community life. Is it like a library, like a school, like a café or like a church? All four, in different ways. - Why does a Gurdwara need a kitchen? Teach children about the importance of eating together as equals in Sikh religion. - Ask pupils what is essential to a holy building. They may know about mosques, churches or mandirs. None of these buildings has to have a kitchen, but every Gurdwara needs a langar. Why? - Gurdwaras all have a langar, a kitchen where meals are cooked by the community and eaten together. It symbolizes that everyone is equal in Sikhism. Rich and poor, male and female eat together at the end of every service. Anyone else is welcome, as long as they are happy to eat with all those present. - Explore what happens in the langar: anyone can eat free meals there. What Sikh values does the langar represent? Talk about being generous and being treated generously with the pupils. What examples of generous behaviour have they seen in the films, real life or Sikh stories? Talk about being equal in the langar. Here's a clip: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-gurdwara-b4gc8xs - Ask some pupils to make a lego or playmobil model of a langar and get all pupils to make a figure to sit down in the kitchen together. Are we good at sharing and being generous? A dilemma about sweets. Use this with some stories of generosity from Sikh and other sources. - Try this: give two pupils a bag of 'safe in school' sweets. Emphasise that the sweets are theirs to do what they want to with. Ask the rest of the class in small groups to decide what should happen to the sweets. - Take feedback – pupils should give all the reasons they can think of (can they think of 4 or 5?). Do pupils think their group should have the sweets? Do they think everyone should share the sweets equally? Do they think the two pupils who have been given the sweets should keep them? Do they think only certain pupils should get the sweets? Do they have another solution? After listening to the feedback, the two with the sweets say what they are going to do. - Ask the class what advice the Sikh faith would give about the sweets. Why might the Guru say that sharing equally is the best thing to do. Ask pupils to remind you how Sikhs show generosity and equality in the langar – they are showing important values here through their actions. Discuss with the class times when they show their values through how they lead their lives. - Guru Nanak taught: 'the mouth of a poor person is the treasure chest of God'. What did he mean? Is it something to do with the big idea that when we help poor people, or when we are generous God is pleased? Can children draw pictures of acts of generosity for a display around the words of the Guru? - Write 'worship' on the board. Ask pupils to suggest meaning, add associated words as they arise; prayer, singing, connecting to God, thanking God, etc. Ask pupils if the langar could be seen as worship. Collect answers and ideas.