



What this unit contains		The Amrit Ceremony. Belonging to the Sikh community. The Gurdwara. Values by which Sikhs live. Marriage.		
Where the unit fits and how it builds upon previous learning		This is the final unit on Sikhism for the Primary phase. It builds upon work covered in all the previous units and brings this together into the concept of a life journey lived according to Sikh beliefs and values. The significance of the Gurdwara as a centre for community values and community and family celebrations is emphasised.		
Extension activities and further thinking		<ul style="list-style-type: none"> ➤ Compare the implications of following the Sikh code of conduct to that of following those of other religions that have been studied. ➤ Create a diagram demonstrating a personal journey of life. 		
Vocabulary				SMSC/Citizenship
Sikh Sikhism Khalsa Amrit	Kirat Karna Panj Pyares Vand Chhakna Sewa	Kesh Kara Kangha	Kacchera Kirpan Gurdwara	<ul style="list-style-type: none"> ➤ Beliefs that all people are equal – what ever gender, race and creed. ➤ Importance of honesty and integrity in society. ➤ Living life according to faith rules and the difficulty of doing this in a secular or multifaith society.



Unit 4 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know the significance to a Sikh of the Amrit Ceremony; ➤ know that Amrit is a sugar / water nectar used by Guru Gobind Singh as a symbol of belonging when the Khalsa was founded; ➤ know rules by which a Khalsa member promises to live; ➤ consider how difficult it might be to follow these rules. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Recall knowledge from previous lesson about the 5 Panj Pyares and the taking of Amrit by them and Guru Gobind Singh.</p> <p>Watch the video section from 'Pathways of Belief' showing people taking Amrit as a sign of joining the Khalsa. Listen to and discuss their explanations of what this experience meant to them.</p> <p>Recall what pupils listed as essential for living a pure life. Distribute 'Code of Conduct' sheets and read around the class. How do these compare with pupils' personal values and views?</p> <p>In pairs discuss how hard it might be to put the Sikh code into practice. Which would be the easiest and which the most challenging observance?</p> <p>Assessment task What would be most challenging about leading a Sikh life in the world today? What is most challenging for you living up to your beliefs and values?</p>	<p>For Assessment Levels please see next page</p>	<p>Resources Sikh Code of Conduct sheet. Video Pathways of belief - Sikhism programme 2.</p> <p>Teachers note More able pupils should be encouraged to link and compare the life rules to those of at least one other religion.</p>



Unit 4 Session 2 Continued

Assessment Levels

Level 2

Attainment target 1

Pupils use religious words & phrases to identify some features of religion & its importance for some people.

Attainment target 2

Pupils ask & respond sensitively to, questions about their own & others' experiences & feelings. In relation to matters of right & wrong, they recognise their own values & those of others.

Level 3

Attainment target 1

Pupils use developing RE vocabulary to describe some key features of religions, & begin to identify the impact religion has on believers' lives.

Attainment target 2

Pupils identify what influences them, making links between aspects of their own & others' experiences. They ask important questions about religion & beliefs, making links between their own & others' responses. They make links between values & commitments, & their own attitudes & behaviour.

Level 4

Attainment target 1

Pupils use a developing religious vocabulary to describe & show understanding of sources, practices, beliefs, ideas, feelings & experiences. They describe the impact of religion on people's lives.

Attainment target 2

Pupils raise & suggest answers to questions of identity, belonging, meaning, purpose, values & commitment. They apply their ideas to their own & other people's lives. They describe what inspires & influences themselves & others.

Level 5

Attainment target 1

Pupils use an increasingly wide RE vocabulary to explain the impact of beliefs on individuals. They describe why people belong to religions. They explain how religious sources are used to provide answers to ultimate questions & ethical issues.

Attainment target 2

Pupils ask, & suggest answers to, questions of identity, belonging, meaning, purpose & truth, values & commitments, relating them to their own & others' lives. They explain what inspires & influences them, expressing their own & others' views on the challenges of belonging to a religion.

Unit 4 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> ➤ know the values that underpin Sikh life; ➤ consider the implications of following these values. 	√ √ √ √		Review the Sikh Code of Conduct. Working in pairs or in threes, for each statement pupils should list the jobs / careers that would be: <ul style="list-style-type: none"> ▪ suitable and; ▪ impossible for someone living his or her life according to this value. Feedback to the whole class and discuss. Make a class list for each heading. Organise the class into groups for the research project that will begin in the next lesson and outline the work that will be covered.	Resources Sikh Code of Conduct sheet. N.B. do not attempt to draw God or the Gurus

Unit 4 Session 4, 5 & 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know stages in Sikh life, some of which are marked by religious ceremonies and family celebrations; ➤ know when some of these occur and what happens: <ul style="list-style-type: none"> ▪ birth & naming, ▪ growing up as a Sikh - the 5 Ks, ▪ becoming an observant member of the Khalsa - Amrit Ceremony, ▪ a good example of living a Sikh life according to Sikh values – Bhagat Puran Singh ▪ Sikh weddings, ▪ death, and cremation; ➤ know some Sikh teachings associated with these times ; ➤ Know how the Gurdwara is an important venue for these occasions. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Pupils should work, in groups, to research and produce either a 'Sikh Journey of Life' Big book or a large display on this theme for the classroom or a central place in school.</p> <p>Each group should focus on one or more elements of the study. In the final lesson outcomes should be shared and discussed so that every member of the class is able to contextualise their learning alongside that of others.</p> <p>This work should provide opportunities for pupils to research by contacting local Sikhs either through interviews, letters or e-mails, by looking up on websites or CD ROMs or by using reference books.</p> <p>Pupils should be encouraged to draw links with their own experiences and those of others in their families and community.</p> <p>Pupils researching how Sikhs put their beliefs into practice should investigate the work being undertaken at Pingalwara.</p> <p>This work could also be an assessment opportunity and outcomes could be disseminated to school through a class assembly.</p>	<p>Resources Extracts from the Guru Granth Sahib in English</p> <p>Books <i>'My life as a Sikh'</i> Guy, Mizon & Morgan <i>'Committed to Sikhism'</i> <i>'Ceremonies and Celebrations: Life's End'</i> ~Denise Chaplin & Lynne Broadbent Hodder Wayland <i>Ceremonies and Celebrations: Growing Up</i> ~Susan Behar Hodder Wayland <i>Ceremonies and Celebrations: Weddings</i> ~Linda Sonntag Hodder Wayland <i>Ceremonies & Celebrations: Births</i> ~Jacqueline Dineen Hodder Children's Books</p> <p>Websites The Sikh Net: http://www.sikhnet.com/ The Sikh Home Page: http://www.sikhs.org/ CD Rom – <i>'Faiths'</i> - LgFL & Espresso Education</p> <p>Bhagat Puran Singh Ji & Pingalwara handouts</p>



Unit 4 Session 2 Information Sheet 1

The Sikh Code of Conduct

Instructions

1. **There is only one God**; worship and pray to Him alone
2. Always work hard and share with others
3. Practise truth and lead a truthful life
4. Remember, women are as good as men
5. **The Whole Human Race is One.** Separating people by caste, colour and class are wrong
6. Idols, magic, omens, fasts, frontal marks and sacred threads are wrong
7. Dress yourself in a modest way; gaudy clothes and revealing dress bring no credit
8. Sikh women should not wear the veil
9. Live a family life
10. **Put your faith in The Holy Granth** ; no other holy book or living person can claim Guruship (for Sikhs)

Injunctions

(From the time of Initiation)

1. You shall not cut your hair
2. You shall not use tobacco or any other intoxicants
3. You shall not eat ritual meat
4. You shall not commit adultery



Unit 4 Sessions 4, 5 & 6 Information Sheet 2

Pingalwara

Pingalwara is a home for the handicapped; however, this institution does more than that as it caters for the needs of a wide range of patients who are physically disabled, mentally ill and/or terminally sick. It is primarily a refuge and home for the poor, helpless and maimed.

The founder of Pingalwara was Bhagat Puran Singh, a selfless and dedicated Sikh.

After the partition of India in 1947, Bhagat Puran Singh set up a centre at Amritsar. First he had a few tents to house the poor and the sick but soon he got a plot of land and constructed a three-storey building to house 250 patients. The unclaimed bodies of those who die in Pingalwara are taken to the local medical centre for teaching anatomy.

Pingalwara receives grants from the government and charitable institutions. Sikhs both in India and abroad, collect funds and send them to the Pingalwara Charitable fund.

Plans for future developments :

1. Sangrur Branch, At Sangrur a 6500 square yard plot has been acquired to build a complex for 200 patients.
2. Amritsar Branch. For staff and patients of Pingalwara, 14 more acres of land has been acquired 9-10 kms from Amritsar.
3. School for mentally handicapped. Pingalwara houses 60 mentally handicapped children. A separate school is planned to be built for them at the Chandigarh branch.
4. Home for the elderly. Pingalwara does not subscribe to the idea of a separate home for old people. It firmly believes in the traditional Indian family system. Therefore, the elderly live together with the other residents of all ages. This helps to maintain a family atmosphere and is good for all the residents.
5. School for poor children. A school for children belonging to poor families is being opened where education will be provided free of cost. It will benefit a number of villages.
6. A Chandigarh Branch is being opened with the help of the Miri Piri Education Trust. An Artificial Limb Centre is also planned for this branch.



Unit 4 Sessions 4, 5 & 6 Information Sheet 3

Bhagat Puran Singh (1904 - 1992)

Puran Singh worked selflessly all his life to provide hope for mentally and terminally ill patients. Whenever he saw a deserted dead body (human or animal) immediately he would prepare a grave by his own hand and give the body respect in death. He is regarded by Sikhs in much the same way as Mother Teresa was to Christians. Against the backdrop of violence and poverty in 1947 he established an institute which still takes care of the sick, disabled, distressed and abandoned. Throughout his life, whatever money and financial resources he could gather he used to develop this work. His life story was a saga of grit, determination, faith in God and unending love for suffering humanity.

Bhagat Puran Singh was born in Ludhiana in the Punjab on June 4 1904. Although he was born a Hindu, he became a Sikh in his early life. Before his change of faith, he had travelled extensively from village to village and was in the habit of staying at Hindu Temples where he would offer to help. One day when he was staying at a temple, Brahmins told him to clean the temple and when it was done they sat in front of him and ate without offering him any. He was shocked at this discourtesy. The next time he had to stay at a Gurdwara, they not only gave him good food but also a cot and a glass of milk afterwards. After many such experiences Bhagat Puran Singh didn't even think twice he searched his soul about his beliefs and values and became an initiated Sikh.

Bhagat Puran Singh then set out on his life's work for the service of suffering humanity. He founded Pingalwara in 1947 with a few discarded patients. As well as founding, developing and maintaining this Institute, he was a writer, publisher and environmentalist. His contribution in spreading awareness about the global dangers of environmental pollution and the dangers of increasing soil erosion are commendable. His dedication was awarded with heaps of honours by many quarters. Prestigious among these was the Padmashri award in 1979, which he surrendered in the wake of the army attack on the Golden Temple in 1984. Bhagat Puran Singh died on August 5, 1992.



Unit 4 Sessions 4, 5 & 6 Information Sheet 3 Continued – Bhagat Puran Singh

Here are some of the quotes of Bhagat Puran Singh Ji -

'Dignity in death is a birthright of each living thing.'

'All Punjabis should at least sow a tree each of "Bohar", "Pippal" and "Neem". These trees are equally important for sustaining the eco system.'

Websites

<http://www.pingalwaraonline.org/>

<http://www.sikh-history.com/sikhhist/pingalwara.html>

<http://www.sikh-history.com/sikhhist/personalities/sewadars/puransingh.html>

<http://www.sikhpoint.com/religion/sikhcommunity/puransingh.htm>

Unit 4 Session 1 Activity Sheet 1



Belonging to a group - having an identity



We all belong to different groups. The groups we all belong to are families, communities, towns or cities, countries. Some groups help make us who we are while others help us to learn a new skill or to meet or help people. These groups include sports clubs, drama groups, music clubs, or the guides and scouts.

Think about the different groups you belong to. These groups may be clubs that you have decided to join or ones that you automatically become part of when you are born, for example families.

- Which of these groups did you choose to be part of?
- Which of these groups were you born into?
- Who in your class do share a group with?

Each group we belong to has a different identity. Part of that identity may come from wearing a particular type of clothes.

Think about the clothing that different types of groups wear. You may wish to consider the clothes worn by sport clubs or young people's clubs such as the Girl Guides or the Scouts. Remember to think about the clothes worn by people that belong to a particular faith, such as Sikhism.

- Which groups have you chosen?
- Which groups have an identity that comes from wearing a particular type of clothes?

Discuss the next question in a small group and record your suggestions on a large piece of paper.

- Why do you think clothes are important to these groups?
- Why is it important that a group has an identity?
- Now share your group's suggestions with the rest of the class. Are they the same?
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Unit 4 Information Sheet 4

Sikh Wedding Images – Mehndi Patterns & Sikh Bridegroom



Unit 4 Information Sheet 4

Sikh Wedding Images – Bride and Groom

