



The Emmanuel project: an introduction for LKS2



St Edmundsbury and Ipswich Diocese

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THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

The *Emmanuel* Long Term Plan for LKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Islam <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	Hinduism <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Judaism <i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i>	Year 3 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Sikhism <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikhism <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	Year 4 or Year B

NB There are three additional Christianity units which could replace any of the above.

It is useful to have copies of the LKS2 units to hand as you follow this introduction.

The *Emmanuel* Long Term Plan for LKS2 with Suffolk Learning Themes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Religion and the Individual <i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i>			Symbols and Religious Expression <i>How religious and spiritual ideas are expressed</i>	Beliefs in Action in the World <i>How religions respond to global issues</i>	Revisiting Judaism ~ Symbols and Religious Expression	YEAR 3 OR A
Christianity <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Islam <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	Hinduism <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Judaism <i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Inspirational People <i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i>			Encountering Sikhism ~ Inspirational People	Religion, Family and Community <i>How religious families & communities <u>practise</u> their faith & the contributions this makes to local life</i>	Encountering Sikhism ~ Religion, Family and Community	YEAR 4 OR B
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the '<u>seal of the prophets</u>'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Sikhism <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikhism <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	

NB There are three additional Christianity units which could replace any of the above.

It is useful to have copies of the LKS2 units to hand as you follow this introduction.

Each unit has a question as its title which includes a key religious concept or belief. This belief forms the heart of the unit.

KS2 Christianity: Symbols and Religious Expression

Is the cross a symbol of love, sacrifice or commitment for Christians?



The #MAMANBI Project:
Teaching Christianity effectively in Key Stage 2



KS2 Christianity: Beliefs in action in the world

What do Christians mean when they talk about the Kingdom of God?



The #MAMANBI Project:
Teaching Christianity effectively in Key Stage 2



KS2 Hinduism: Religion and the Individual



Why does a Hindu want to collect good karma?

The #MAMANBI Project:
Teaching other faiths effectively in Key Stage 2

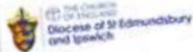


KS2 Islam: Inspirational People



Why do Muslims call Muhammad the 'Seal of the Prophets'?

The #MAMANBI Project:
Teaching other faiths effectively in Key Stage 2



KS2 Sikhism: Inspirational People



How does the teaching of the gurus move Sikhs from dark to light?

The #MAMANBI Project:
Teaching other faiths effectively in Key Stage 2



Each unit also has a symbol to represent its central concept / belief. Some of these are obviously religious; some are not.



The Christianity units in LKS2 and several of the other faiths use a character as a guide to their religion, continuing a successful method used in EYFS and KS1.

Sam is an imaginary Christian character who acts as a guide to living out Christian faith.

Sam provides a simple Christian context for the LKS2 *Emmanuel* units, a back-story with which children can identify.



Sam's role:



He helps teachers and children talk about things Christian children learn or do.

He provides a context for pupils' learning which is easier to handle than talking abstractly about religious people.

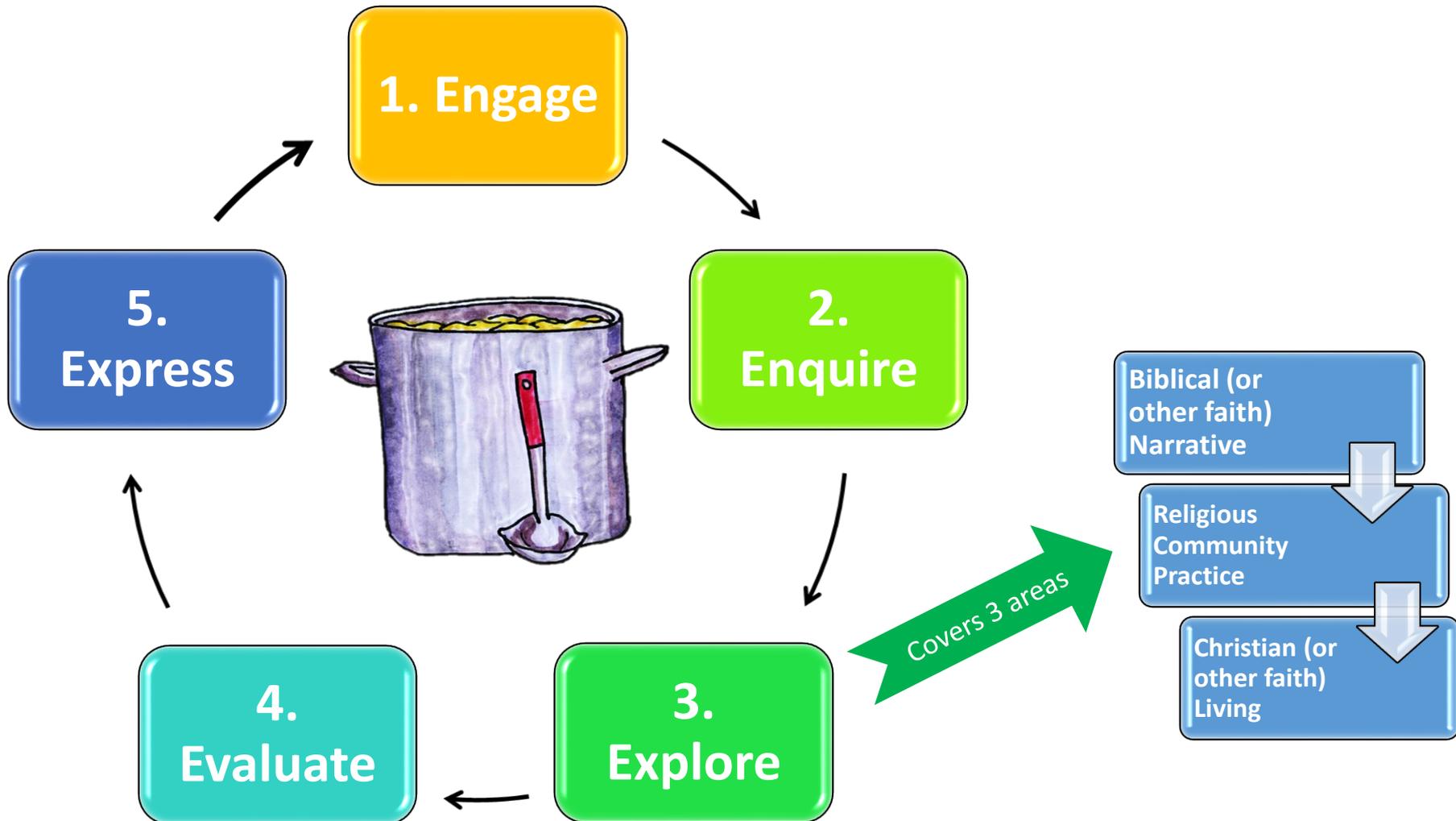
He tells us about everyday things which happen in his life which can then be discussed by the class.

He introduces things which might happen at his church or at different churches where he has friends.

He helps by bringing in a bag containing Christian artefacts or books e.g. his Bibles – a children's story bible and a real one with chapters and verses.

Teachers could equally well create their own cartoon character or use photos of children to create similar characters. The name 'Sam' is also immaterial; feel free to change it.

Each *Emmanuel* unit follows an Enquiry Cycle approach to develop children's learning. The focus throughout is developing understanding of the key belief.



Here is an example of the kind of content to expect in one of the units:

KS2 Sikhism: Religion, Family and Community



How do Sikhs put their beliefs about equality into practice?

**The *EMMANUEL* Project:
Teaching World Religions effectively in Key Stage 2**



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The unit begins with the central concept or belief.

Sikh concepts Equality



It's a bit like ...

- **Having the same worth, responsibilities and opportunities**
- **Not being lesser, or greater, than anyone else**
- **Being made the same way and for the same purpose**
- **Everyone of equal value**
- **A human right or responsibility**
- **When 2 or more things match**
- **Balancing things out**

Sikhs believe in one God and follow the teaching of Ten Gurus, beginning with Guru Nanak. They may practise their religion in varied ways but all show deep commitment to 'equality'.



Guru Nanak

The first Sikh Guru, Nanak, was born a Hindu in India, at a time of great conflict between Hindus and Muslims. He proclaimed there was only one God, creator of the universe and everything in it; every human possessed a soul, a small part of God within, and so all were equally able to attain 'moksha' or union with God. As "the Light of God is in all hearts" (Guru Granth 282), the truest way to live is treating everyone as equal.

Nanak believed 'Hindu' and 'Muslim' were unnecessary labels for those who followed one God, and that the caste system was unjust as everyone belonged to one caste, humanity. Men, and women too, had equal status in God's eyes.

Each of the Gurus who followed Nanak preached the same ideas:

One God created all men; all men were moulded out of the same clay, the Great Potter has merely varied the shapes of them. *Guru Amar Das*

All men are the same although they appear different, the bright and the dark, the ugly and the beautiful... all human beings have the same eyes, the same ears, the same body build All human beings are the reflection of one and the same Lord, so recognise the whole human race as one. *Guru Gobind Singh*

Worship the one True God, for all men the One Divine Teacher. All men have the same form, all men have the same soul. *Guru Gobind Singh*

Putting equality into practice

Nanak set up a community in which equality was key. When he gathered his followers to sing and meditate on God, they sat on the ground as equals, and ate the same simple food. The Guru's free kitchen, or langar, is still a distinctive feature of a Gurdwara. Guru Nanak introduced it partly as a rejection of the Hindu caste system where different castes did not eat together. Equality was shown practically when all ate together.

Sikh communities were organised around three moral principles:

- Kirat karo – Everyone earning by means of hard work and honest effort.
- Vand chakko – Everyone sharing earnings and resources e.g. food, time and effort in serving others.

The unit introduces BALJIT whose role is similar to that of SAM as introduced earlier.

**This is
Baljit.**



In this unit, Baljit talks to his mum about being teased at school for his long hair and patka.

He writes a note for his teacher to read out about what it means to be equal.

He talks about Guru Nanak's birthday.

He brings in a giant saucepan and a small silver bowl.

He helps us with a virtual visit to a gurdwara.

Engage

with ideas which underpin the concept of equality

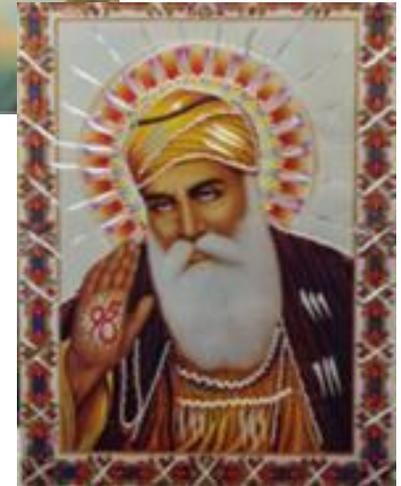
- Are these the same or different?
- Have you ever thought that's not fair?
- What is a patka? Why do Sikhs wear turbans?
- How are we both different and equal?



Enquire

into the importance of equality to the Sikh community

- Are we all equal in school?
- What do Sikhs say about equality?
- Does everyone have more to learn?
- How do Sikhs today know Guru Nanak's teaching?



Explore (1)

beliefs in equality in Sikh story or religious text

- What is this pot for?
- Who are these important people?
- What should Amar Das do? What happened?
- Did Amar Das make the right decision?
- What words did Amar Das leave to remind Sikhs of his belief in equality?



Explore (2)

the ways in which equality is practised in the Sikh community



- What is happening here? What is this bowl for?
- What if our classroom was the prayer hall in the gurdwara?
- What would Baljit tell you about at his gurdwara?
- How did it feel to visit this gurdwara?



Explore (3)

how Sikhs experience a sense of equality in their personal lives



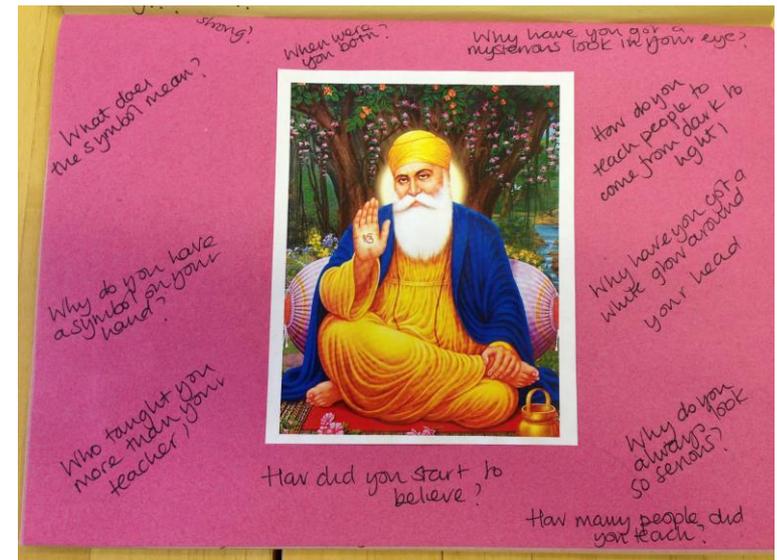
- What kind of a pot is this?
- What is langar like in Britain?
- What might it be like to experience langar here in school?



Evaluate

pupils' learning about equality in Sikhism e.g.

- Mind maps
- Quick Quizzes
- Solo Taxonomy hexagons
- Traffic lights
- Using the key symbol
- Working towards end of year expectations / assessment
- Class scrapbook records



The *Emmanuel* Project Quick Quizzes – LKS2 units

The Quick Quizzes are based on a simple interpretation of Bloom's Taxonomy. They are intended to act as a short assessment of pupils' progress in a particular unit of work but will also give an indication of where children are in RE as a subject. Most children should be finishing the quiz in 10-15 minutes. Having taught the unit, teachers should be in a position to work out what kind of an answer is acceptable for each question.

The quizzes are inserted into the Assessment section of each unit but teachers may find it helpful to see them all together and create their own versions.



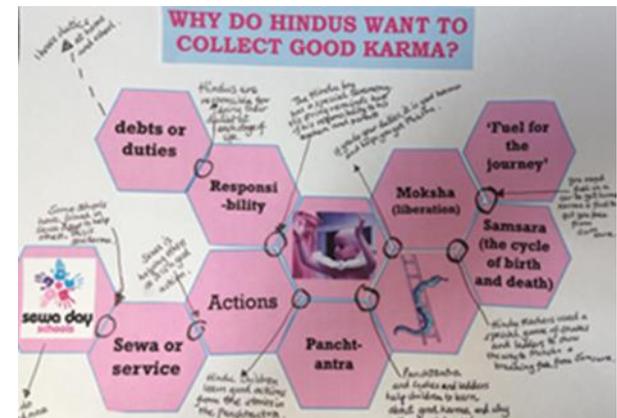
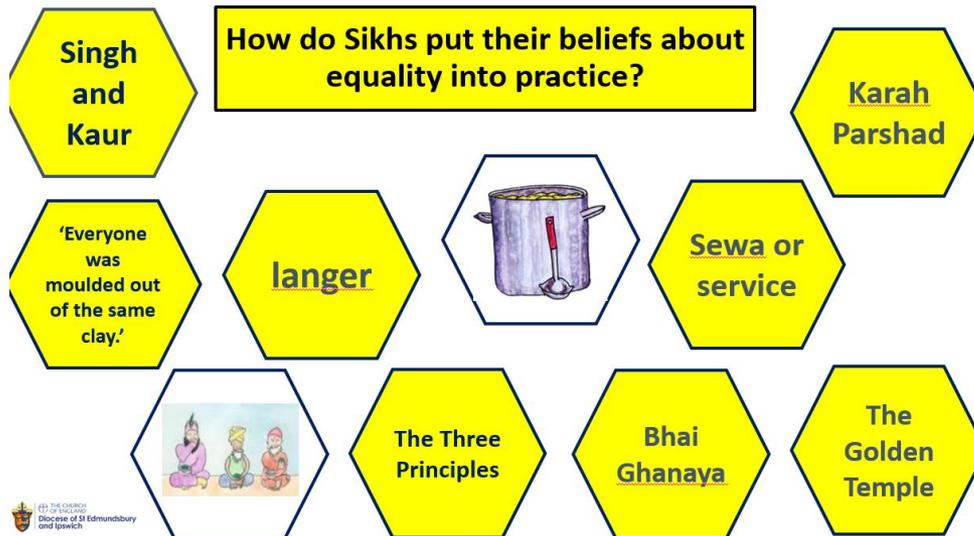
Q1	Beginning	tests children's understanding of the key concept in the unit in relation to its basic meaning and the children's understanding of the concept in their own lives
Q2	Developing	tests children's memory of some of the main learning about a religion in the unit
Q3	Expected	tests the children's ability to answer the KEY QUESTION , which is also the unit title. It is fine for teachers to subdivide this question to help children answer it.
Q4	Greater depth / Excelling	tests children's ability to see a bigger picture. Can they make connections to other aspects of the faith they are learning about? Can they connect to other areas of life / the curriculum / other questions they would like to ask?



Example of Quick Quiz for this unit:

Q1	Beginning: Discusses concept in own life	Are we all equal in school? What do you think?	Remember / Define / List
Q2	Developing: Draws on the lesson material	How did the Ten Gurus help people understand they were equal in God's eyes?	Describe / Explain
Q3	Expected: Applies concept and answers key question	How do Sikhs put their beliefs about equality into practice?	Demonstrate / Apply / Use
Q4	Excelling / Greater Depth: Offers wider links to this or other faiths / personal views	How can we help the world be a more equal or fair place?	Analyse / Compare / Contrast / Judge / Defend / Evaluate / Design / Compose / Construct

Example of Solo Taxonomy hexagons:



Some teachers will need to collect evidence for End of year expectations. These are Suffolk expectations.

KS2 Sikhism – How do Sikhs put their beliefs about equality into practice?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Sikh might learn from stories of how the young Nanak treated people	3b I can describe some typical things that Sikhs do at a gurdwara e.g. taking karah prashad	3c I can say what a patka is and what long hair and turbans show a Sikh	3d I can recognise some things which influence my ideas about being treated equally or fairly (family, friends, faith)	3e I can ask good questions about whether people are equal and communicate some ideas for answers	3f I can link the importance to me of being treated fairly with the way I think and behave
Y4	4a I can describe what Sikhs might learn from the story of Guru Amar Das and the Emperor about God or how to live	4b I can describe some different things Sikhs do which show equality in the langar e.g. welcome everyone, helping provide food	4c I can describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united	4d I can compare some things that influence me with those that influence others e.g. how eating and serving at the langar might influence a Sikh	4e I can ask important questions about whether all people are equal and compare my ideas with others, including a Sikh	4f I can link things that I my friends and I say we value in our school rules to how we choose to think and behave towards other people
Y5	5a I can make links that show how the beliefs of Sikhs in equality and service come from particular stories of the different Gurus and from the words of the Guru Granth	5b I can use the right religious words to describe the practice of langar at the Gurdwara and how it helps Sikhs experience the equality Guru Nanak preached	5c I can show how Sikhs express their religious beliefs through the different worship activities at the Gurdwara, and suggest why they do these things	5d I can ask questions about whether humans should see themselves as belonging to one big family, and include reference to people who have inspired others to take this view e.g. the Sikh Gurus	5e I can ask questions about whether there are always new things to learn in life, and suggest answers of my own, and one that a Sikh might give from the story of The Milk and the Jasmine Flower	5f I can ask what the world would be like if I, and others I know, were committed to treating all people as equal, as Guru Nanak taught, and how this might affect the making of moral decisions
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

Express your RE learning so it can be shared with others.

EXPRESS your RE learning about equality in Sikhism so it can be shared with others

Teacher's note: You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

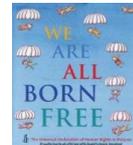
Here are some more ways you might share your learning with others:

- **Poetry:** Much of the Gurus' teaching is expressed in poetry or song. Display your poetry about langar and equality on a langar WOW wall.
- **Hold a debate. Is everyone equal in the world?** Explain that you are holding the debate because of what you have learnt about equality in Sikhism. Say what you have learnt. Then use one of the following:
 - The video clip: <http://www.youthforhumanrights.org/> (1.03 min)
 - The book: 'We are All Born Free' (Human rights in pictures)
 - Pictures of children: school child, child soldier, starving child, child field worker, refugee, child with football / present, child in wheelchair
 - Two children present for and against. The audience decide and vote.
- **Paint pictures** of a world where everyone is treated equally. You may want to try and paint something influenced by one of the Sikh stories or quotations from Sikh writings that you have heard. Display with Sikh pictures of the stories and copies of the Sikh words.
- **Create a little book of advice.** How can we make the world a more equal place? Make a zigzag book of your top tips as a class.
- **Open your own free kitchen.** Serve food for all. How will you explain what you are doing? Give recipients a small postcard with an explanation of your learning, as you serve them food.
- **Giving water to the enemy** - Tell the story of Guru Gobind Singh and Bhai Ghanaiya the water-carrier to another class or in a class assembly. Display and read these words, before explaining something about 'equality' to Sikhs:
- I see no stranger, I see no enemy – I get along with everyone. Whoever God has created, I accept as good. This is the sublime wisdom I have obtained from the Holy and Wise; the divine light of God pervades all. (Guru Granth Sahib p.1099)



These activities often provide chance to gather evidence near the end of year expectations, judge what has been learnt and how well.

We Are All Born Free by Amnesty International



Bhai Ghanaiya an 8 yr old Sikh
<https://www.youtube.com/watch?v=2f6bA9Nn>

Also see:
<http://bowsi.uth.blogspot.k/2008/10/s-of-bhai-kanhaiya.htn>

Pictures of Bhai Ghanaiya on

Jesus' story c

Each unit lists helpful resources, some of which are used in more than one unit. You do not need all the resources but do try and build them up over time.

Resources for this enquiry:

 **Sam** is an imaginary character, who frequented the Christianity units in this series. He provided a context for pupils' learning which was easier than talking abstractly about religious people. Scenarios were created around Sam's life to start discussion; he also introduced events at his church, brought in Christian artefacts, books and so on. We suggest you create a similar character, boy or girl, for this unit. We have created a boy called **Baljit**, using this photo available on an Open Licence from Wikipedia. You could do the same or, alternatively, use Simranjeet in the BBC 'Pathways of Belief' clips, or **draw** your own character.



Most of the Resources below appear in the text of the unit but there are some additional ideas too. You do not need everything listed but it would be hard to teach the unit without any of them.

General background on Sikhism, including video clips for children

- RE Online - <http://www.reonline.org.uk/knowing/what-re/sikhism/> basic information
- Basic Sikh facts: <https://www.truecube.co.uk/film/alien-abduction-sikhism>
- Gurdwara visit: http://www.reonline.org.uk/specials/places-of-worship/sikhism_video.htm
- Simple ppt of Bhatra Gurdwara in Cardiff http://Resources.hwb.wales.gov.uk/VTC/2008-09/re/m_parry/qurdwara/eng/index.html
- BBC Bitesize KS2 Sikhism clips - <http://www.bbc.co.uk/education/topics/zsipvrd/videos/1>



Story books:

- Dear Takuya** - An 8 year old Sikh boy in California shares his faith, his joys and challenges with his Japanese pen pal. The book effectively communicates that Sikh promotes equality, freedom and justice for all. From <http://www.yessikaur.com/dear-takuya.html> or <https://dtfbooks.com/dear-takuya-letters-of-a-sikh-boy>
- A Lion's Mane** - Navjot Kaur (Saffron Press) beautiful book about the importance of long hair / turban. There is also a short video about tying a patka based on the story: https://www.youtube.com/watch?v=Yu_Wfq0u7H0

Help from the Sikh Community:

- For visits to local Gurdwaras e.g. in Ipswich, Norwich and Cambridge, find details from the internet or from interfaith groups e.g. EEFA (East of England Faiths Agency).

- How to tie a Sikh patka - British boy ties no-strings patka - great commentary! https://www.youtube.com/watch?v=X8byWN3_65c
- Children's site: <https://www.littlesikhs.com/video>
 - Who am I? What's on my head? (45 secs)
 - Being Different is beautiful (54 secs)
 - Good poster of 'How to tie a Patka'



Life of Guru Nanak

- DVD - Animated World Faiths: The Life of Guru Nanak <https://www.youtube.com/watch?v=zcc440xMkPQ&list=PLTG3lu0zktz2VrFmBUMLvmbCStL0XqqR&index=10&t=0s>
- Story book: Using pictures from the DVD - The Life of Guru Nanak

Learning through song:

"Ten Sikh Gurus" nursery rhyme with actions from CD: "Mighty Khalsa Sikh Nursery Rhymes" - Sukhmani Kaur - www.mightykhalsa.com - and also on internet in several places: https://www.youtube.com/watch?v=8UXo_RnWerQ&list=RDO42ebnVMEc&index=16

"My Best Friend" album: Taren Kaur and Navin Kundra - iM1313 - check out: *Seva is the Way* <https://music.apple.com/album/1433799837?app=itunes&ls=1>



Artefacts and other resources: Amazon, and various other internet suppliers, can help with resin statues, posters, pictures etc of Guru Nanak, and brass Sikh symbols, children's books and puzzles for children <https://www.sikhstore.com/?currency=GBP> can supply turbans, patkas, **simrana**, Sikh books and



Initial ideas for this unit were worked on by teachers at the Emmanuel Project days at Belsey Bridge Conf. Centre in consultation with Harkirat Singh of the Sikh Education Service and members of the Sikh community. The unit was revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you all for your hard work!