



Bethan's Drawing of Gandhi

Exploring Key Leaders – Sikhs and Hindus YEAR GROUP: 6



A clay model of one of the Sikhi Gurus, part of a sculpture by 4 boys aged 10 -11

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Religious Education
Walsall Agreed Syllabus Support
Materials
2022 / Units of Work
Non-Statutory
Exemplification

Exploring Key Leaders – Sikhs and Hindus YEAR GROUP: 6

About this unit:

This unit enables pupils to explore, question and respond to the stories, teachings and experience of inspirational people and religious leaders from two religious communities that have a strong presence in the West Midlands, Hindus and Sikhs. The focus is on developing learners understanding of what makes a good leader, the lives of inspirational leaders, both religious and non-religious and other aspects which may influence and/or motivate them as an individual. Pupils will create and use timelines of events, stories, art and artefacts to explore the significance of founders and leaders from the origins of the two different religions. They will learn a rich knowledge of life stories connected to individual leaders and consider the idea of a role model. Why are some religious leaders more than ordinary role models? They will think about 'World changing leaders'.

Pupils will ask and answer questions such as: What makes the lives of the Gurus, or of inspiring contemporary Sikhs such as Bhagat Puran Singh inspiring to millions of people? Why do Hindus have many gurus, and how do people like Gandhi or Pandurang Shastri Athavale (known as 'Dada') inspire Hindu people to change the world for the better?

Where this unit fits in:

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of inspiring leaders and the Hindu and Sikh communities. This unit builds on the work in the earlier Y5 unit Muslims and Christians- Who is inspiring. Inspiring leaders from Islam and Christianity. Pupils will be enabled explore, question and respond to the life and work of an inspirational leader from a religion and explore their attitudes towards their legacy.

Estimated teaching time for this unit: 8 - 12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

Aims

A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas and beliefs;

B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities;

B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge;

C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own;

C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.

KEY STRANDS ADDRESSED BY THIS UNIT

- Beliefs, Values and Teaching
- Religious practices and ways of life
- Questions of Meaning, Purpose and Truth
- Questions of Values and Commitments

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly alert to their own ideas about inspiration and role models;
- **Respect for all** by developing a willingness to learn from religions they do not belong to;

Knowledge and skills progression: Prior learning

Here we describe previous learning, experience and skills that might be helpful to pupils who are undertaking the unit and express the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit. In this unit pupils will build on learning about Hindu and Sikh religion and practice from earlier units in the syllabus and add examples from life stories of some exemplary and inspiring figures to what they have learned previously, particularly the Units from Key Stage

1 on beginning to learn about Hindus and Sikhs. Accurate remembering and recall activities are to be used at the start of the unit, and throughout the teaching, to enable pupils to build and progress their understanding of the religions.

Wider curriculum links

- **History:** pupils will use timelines and think about chronology and influence.
- **ICT:** web resources can be a key part of the information base for this unit.
- **PSHE:** children will particularly focus on the idea of role models and the ways these influence us.
- **Literacy:** the skills of persuasive writing, recounts and making sense of meaning from story are used in this unit.
- **Geography:** children will learn about global influence and local settings they may be unfamiliar with.

Prior learning	Vocabulary	Resources Teachers might use:
Ways of living for Sikh and Hindu people Which unit does this build from Y1D: Beginning to learn from Sikhs Y4a: What is it like to be a Hindu? Y5C: Respect for all: what will make Walsall a more respectful place?	In this unit, pupils will have an opportunity to use words and phrases related to: Religion: Hindu Religion: Sikhi Religion in General: E.g. God, belief, faith Religious and Human Experiences: Being a follower. Being a leader. Influence. Inspiring. Example / exemplar Wisdom Sacred text	Starting points for good RE resources ▪ Article on a day in the life of a Granthi http://www.sikhchic.com/faith/dawn_to_dusk_a_day_in_the_life_of_a_granthi ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk ▪ The BBC is a major source for short RE films that can be accessed online www.bbc.co.uk/teach and www.bbc.co.uk/bitesize ▪ The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion ▪ RE Online provides good subject knowledge resources for teachers www.reonline.org.uk ▪ Truetube provides films www.truetube.co.uk ▪ You can find and use searchable sacred texts from many religions at: Error! Hyperlink reference not valid. ▪ Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ ▪ Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. ▪ There are about 40 free stories with learning ideas on the NATRE site. Start here, but look at the stories religion-by-religion as well: https://shop.natre.org.uk/category/.stories.misc.pr Practical ideas-filled books ▪ RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: ○ Inspiring RE: a book about each religion and about living without God ○ Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews ○ RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas. Weblinks for sites supporting teaching of each religion / worldview: Hindus ▪ Basics of Hinduism: https://www.himalayanacademy.com/readlearn/basics/intro ▪ BBC Hinduism: http://www.bbc.co.uk/religion/religions/hinduism/ ▪ Hindu Education Services: https://hinduismeducationservices.co.uk/ ▪ Hindu Forum of Britain: http://www.hfb.org.uk/ ▪ Learning about Hinduism – Iskcon Educational Services: https://hinduismre.co.uk/ ▪ National Council of Hindu Temples: http://www.nchtuk.org/ ▪ What is Hinduism? – Shri Swaminarayan Mandir: http://londonmandir.baps.org/what-is-hinduism/ Sikhs

		- Gateway to Sikhism: https://www.allaboutsikhs.com/ - Primary Sikhism resources: http://www.primaryresources.co.uk/re/re_Sikhism.htm - RE:Online – Sikhism subject knowledge: https://www.reonline.org.uk/subject-knowledge/sikhism/ - Sikhnet: https://www.sikhnet.com/
	Contributions to spiritual, moral, social and cultural development of pupils - Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Sikhism and Hindu life (Spiritual) - Developing their own views and ideas about inspiring leaders and the question ‘who do I follow?’ (Spiritual) - Considering how beliefs about the Gurus have an impact on Sikh life (Moral). - Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Sikhism (Moral) - Considering how the teachings of key leaders in Sikhism of inspiring Hindu leaders lead to particular actions and concerns (Moral and Spiritual) - Exploring diverse examples of key leaders from different faiths around the world (cultural)	
	EXPECTATIONS: At the end of this unit	
	Levels:	I can...
	All pupils working towards the expected level will:	- Use religious words and phrase to identify key aspects of the example of Guru Nanak and of inspirational Hindus; - Recognise the role of Gurus in Sikhism and be able to suggest examples and retell stories. - Identify how Guru Nanak is an example for Sikhs - Retell a story of the Guru for themselves - Ask and respond sensitively to questions about inspiring leaders in Hindu community and for themselves and others.
	Many pupils working at the expected level will:	- Use a developing religious vocabulary to describe key aspects of Guru Nanak’s life and teachings. - Make links between Sikh and Hindu beliefs about following the way of God and the example of other people; - Describe how Guru Nanak is honoured (but never worshipped) in Sikhism; - Describe how Hindu people try to live by following the teaching and example of Hindu leaders and traditions; - Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others’ responses.
	Some pupils working beyond the expected level will:	- Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Sikh and Hindu traditions. - Show that they understand the meanings of a range of sayings and stories of Sikh Gurus and of Hindu leaders; - Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people’s lives, values and commitments.

ASSESSMENT SUGGESTIONS**A possible final assessment task:**

Pupils are to imagine that they have been asked by the Sikh community to create a picture pack to teach young children about their faith. They are making a book for five year olds. They are to select 6 pictures and write notes to go with them to show the importance of Guru Nanak for Sikhs today.

Local photos from community life could be collected by the school as well. The emphasis in the task is on selection and description: why would these 6 images help the 5 year olds to understand about the Sikhs?

Pupils must write notes to go with their booklet and images.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	Points to note
Who are the Sikhs? Who are the Hindus?			
To describe what the class already knows about two religions To attend to the ways these religions are visible in the West Midlands To note that religions often have key figures, founders or leaders who inspire followers to live in particular ways.	What do we know about these two religions? Sikhs and Hindus. • Arrange the class into groups of four. Give each group a mind map outline with the following branches; Significant figures, Key leaders, God, Sources of wisdom and stories, festivals, place of worship, religion in our area and other information. Ask half the groups to complete the mind map for Sikhs and half the group to complete it for Hindus. Swap the mind maps around so that each group has the opportunity to record what they think they know about both religious communities. • Who do they know who is Sikh or Hindu in school, and in wider society? Sport? Entertainment? Public life? https://hollowverse.com/ is an American website that gives religious views of the rich and famous – but there are few Sikhs or Hindus. Interesting material and also worth thinking about its biases. • Discuss what the class as a whole know and where the gaps in their knowledge are. What questions would they like to enquire into? Allow each group to research a question using REonline and other suitable websites. • Share with the children that in this unit you are going to focus on Key leader and significant figures in these two religions. • Can the pupils do an ‘alphabet of Sikh life’ and an ‘alphabet of Hindu life’? List words for each letter of the alphabet and define them. No one gets 26, but it is a good way to gather prior knowledge and refresh it.	B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities; C3. Discuss and apply their own and others’ ideas about the leadership and values of inspirational figures.	NB: it may be helpful in some contexts to use these activities and questions at the start of the unit, and then to come back to them at the end.

How can we find out about some key leaders from Sikh and Hindu religions?

To identify and describe the lives of good leaders from Sikh and Hindu sources. To make links between the lives of religious leaders and the ways in which they may wish to live their own lives.	Who leads Hindu and Sikh people? In the local community? More widely? - Choose to focus on either a Hindu priest or a Sikh Granthi. Ideally contact the local Gurdwara or Mandir and ask if the Granthi or priest can come and talk to the children about their role. - If it is not possible to interview a leader from one of these two religions you could use the information in the day in the life of a priest blog (see points to note) or come up with a series of questions and use the email a believer section on the REOnline website. - Explain to the pupils that in each religion there are local leaders who lead worship and conduct ceremonies and rituals such as wedding ceremonies but that are also other leaders and key figures in a religion. - Can they remember any of the figures they named in their mind map? - What characteristics do they think are important in a religious leader or inspirational person? - A long list of what the key leaders did can be compiled throughout the unit. At the end of the unit, it can be used for reflection and/or assessment - Birmingham Faith Visits: brilliant free online resources about local Mandirs and Gurdwaras. Start here, and use their fine worksheets: https://birmingham-faith-visits.theartssociety.org/sikh	B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities; B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge; C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.	Blog on the day in the life of a Hindu priest http://tinyurl.com/peuk32m
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LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
What do stories of the Guru Nanak teach us? Can anyone learn from the Guru?			
To understand the meanings of some stories of the Guru Nanak To reflect on the meaning of the stories. To understand the importance of these stories for Sikhs.	Stories of the First Sikh Guru • Work on three or more stories from the life of the Guru that show what kind of person he was. Tell the stories and consider what kind of person the Guru was. • You could use the story of his call, when he disappeared for 3 days whilst bathing. Discuss what pupils think happened to him. Talk about questions like these: ○ What was Guru Nanak's early life like? ○ What happened to Guru Nanak that caused him to start teaching people about God? ○ What did Guru Nanak do and what did he teach people about God? ○ Tell pupils about his journey and his teaching about God. • After Guru Nanak travelled to tell people about God, he settled and founded the town of Kartarpur. It was meant to be an ideal community of Sikhi values. Imagine what it would be like to live in a town where everyone worked hard to follow the teachings of the Guru. Ask pupils to imagine that they are interviewing a Sikh from the town in Guru Nanak's day. What questions might they ask? What answers might be given? (e.g. Why have you moved to Kartarpur? In what ways is it different from other towns? What difference does it make having Guru Nanak living in your town? What kinds of people live in Kartarpur? Why? How do you put Sikh teachings into practice?) • Talk about people who inspire your pupils. What is different about Guru Nanak and the pupils' examples? What is the same? (e.g. For Sikhs, Guru Nanak had a message from God, so there might be some pupils with their own faith who recognise this special quality in the Guru; charisma, ability to inspire, generosity, compassion – these are qualities many people may possess) • Discuss with pupils the qualities of a good leader. What makes the Guru someone to admire in these stories? Was he good humoured? Wise? Caring? Insightful? Open hearted? Generous? Inspiring? CONTINUED	A2. Describe and understand the life stories of inspirational people from Sikh faith responding thoughtfully to their wisdom, ideas and beliefs; B1. Observe and understand examples of religious individuals who have high significance in Sikh communities; B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge; C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own; C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.	Note that the unit does not compare the Guru to other leaders in films or in school. Instead, it draws attention to the general idea of leaders, and to what Sikhs admire in the Guru. Links to literacy and the use of language: the language of description and feelings is developed in this work.

	• What makes a leader? Consider whether the qualities ascribed to the Guru (including generosity, God-consciousness, spiritual insight, courage, good humour and wisdom) make a good leader. Are there other qualities? Which do the children think most important and why? Argue and debate around this. • Who in our class might lead? Ask children who in their own class they think might become, one day, a head teacher, a peace maker, a prime minister, a football manager, a quiz show host, a General in the army, the captain of a ship, and so on. You could do this by giving out slips of paper with these leadership roles on them, and asking pupils to discuss, add a name, fold them over and pass them on until you have a list of who might be each kind of leader. Read out the names, affirm all the ideas and have some fun! Are these people leaders? What do they do? • When is it hard to lead? Why is it hard to lead? Is it hard to follow? • What is hard about this leadership role? Give each group the task of thinking of 5 leaders (from movies, fiction or real life), and deciding which one should get the 'Global Leadership Prize' and why. Feedback ideas – possibly through a structured debate? • What made Guru Nanak great as a leader? Note that about 23 million people in the world today follow Guru Nanak. Pupils are to try to explain some of the ways in which the Guru was a good leader. They might include: he was a listener, he was easy to trust, he was thoughtful, he was surprising, and made people think again, he treated men and women equally when it was uncommon to do so, he was challenging, he knew when to speak and when to be silent. He shared his experience of meeting God in the heavenly court, and people believed him. Which of these things, on the list, matter most? Can pairs rank them, and then discuss their ideas in circle time?		Arguing and debating skills are very useful in RE and make natural connections to English.
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LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	Points to note
How does following the example of the Guru Nanak make a difference to Sikhs' lives?			
Pupils learn: To make links between the stories of the Guru Nanak and the way Sikhs live today. To reflect upon their own ideas about leaders and followers, including the Guru Nanak.	The Impact of following a leader • If you were writing a book about someone, what important details would include? Collect ideas. Ask the children to do this in little groups, with some celebrity examples from sport, pop, TV or other fields. Give a short, sharp time limit, and get feedback to the whole class. • Explain that the stories of the Guru say a lot about what Guru Nanak said and did, and these stories often teach Sikhs a lesson • Give examples: • Give examples of some wise sayings of the Guru, and discuss what they mean. What difference would it make to our school or our world if everyone followed this wisdom? • Ask pupils to make a list of the ways following the Guru makes a difference, and say which ones are most important to them. The list might include: It makes a difference if you follow the Guru to – • How you pray or chant the name of God • What you do with your money, if you want to copy the Guru's generosity • Who your friends are, and whether you think some people are too useless to be your friends! • What you celebrate – your own birthday and the Guru's birthday • Your habits (link to spiritual practice of meditation, and to being a volunteer cook at the gurdwara)	A2. Describe and understand the life stories of inspirational people from Sikh faith responding thoughtfully to their wisdom, ideas and beliefs; B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge; C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.	• Literacy: pupils learn to make sense of texts and to ask questions and suggest answers about key teachings from the Guru Granth Sahib • There are many story books on the life Guru Nanak, for both teachers and pupils. It will be great if you can show pupils some examples – there are hundred on Amazon alone.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
Are the Gurus of the Sikhs still important today? Guru Nanak.			
Pupils will learn: • To develop skills in questioning AOTs (Adults other than teachers) • Why Guru Nanak is important to Sikhs today • To think about stories and biographies, including spiritual examples • To reflect upon who is important in their life	After 500 Years... Either: • Invite a Sikh to talk to the class about why Guru Nanak or one of the other Sikh Gurus is important to them and the difference following the example of the Gurus makes to their life. Pupils to ask questions to the visitor. If possible record this visit. • Pupils are to write an introduction to the recording of their visitor explaining who the person is and why Guru Nanak is such an important person to them. OR • If this is not possible, use the piece of writing on the page below – apply some literacy approaches to it, using these tasks. A. The Biography of Guru Nanak here is about 400 words long. Read it carefully together and write it into ten key sentences, less than 150 words in total. B. Create a ten-word version, one word from each of your sentences. Can you chant the ten words as a group? C. In a group of 5 pupils, make a ten page version of the story as a booklet for young children – say 5 year olds. Illustrate it with pictures. You could use the Sikhi materials on the 'Birmingham Faith visits' site to explore Sikh community and values if a visit is not possible. It's free and local. https://birmingham-faith-visits.theartssociety.org/sikh Free to download learning guides are very good.	A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas and beliefs; B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge; C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own;	• It's helpful to get the pupils to prepare questions before the visit • The pupils may like to think about writing a letter to the visitor explaining about the visit or / and a thank you letter after the visit • Take account of the fact that there are about 24 million Sikhs in the world and about ½ million in the UK

A Tiny Biography of the Guru

Guru Nanak was born on 15 April 1469. Now, nearly 550 years after his birth, over 23 million people celebrate his birthday each year. He was born near Lahore, in present day Pakistan. Today, his birthplace has a huge place of worship built over it, called Gurdwara Janam Asthan. His father was an accountant, but Nanak was always interested in spiritual things. As young as the age of five he would ask questions and make up ideas about God. When he was seven he started school. The teacher taught him the first letter of the alphabet, and Nanak explained how this letter symbolised the unity of God, the oneness of the divine. Everyone was amazed. Did miracles happen to him as a child? One story says that he slept one day under a tree, and the tree bent as the sun moved, to keep shading him from the burning heat of the day.

When he was 11, like lots of boys, he rebelled against his dad's idea that money and business were most important. Sent to market to do some trade, he gave his dad's money to the poor and hungry. His dad was mad, but Nanak was proud: 'The mouth of a hungry person is the treasure chest of God.' He liked to study Hindu religion, as his own family were Hindus – but he loved to study Islam and the Muslim way too. Hindu boys of his caste would start to wear the sacred thread to distinguish them. Nanak refused. He said 'I think people should be distinguished by what they do, not what they wear.' He often argued with people who claimed that religion made it OK to treat some people less well than others. He thought all are equal in God's eyes.

In 1496, aged 27, Nanak set out on a spiritual journey through India, Tibet and Arabia. It lasted nearly 30 years. He studied and debated with the scholars and spiritual leaders met along the way. He shaped up his own ideas, and started to teach a new route to spiritual fulfilment and the good life. 'Sing the name of God and serve the poor' he taught, keeping it simple.

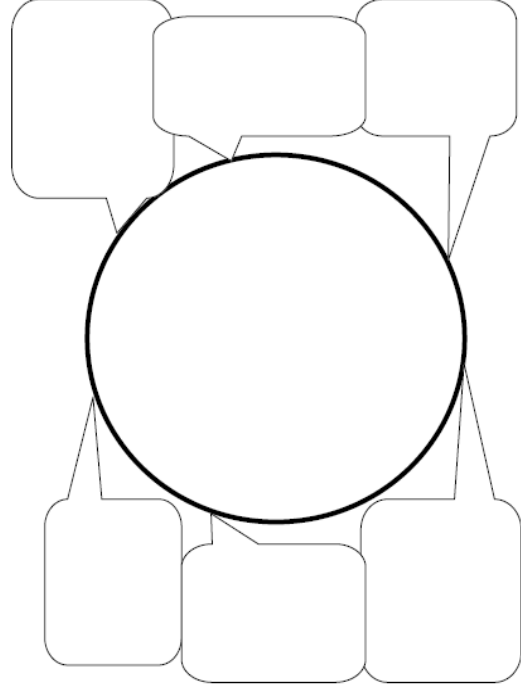
People found him inspiring. Many became his followers. The Sikh religion was born.

The most famous teachings attributed to Guru Nanak are that there is only one God, whose name is truth and that all human beings can have direct access to God with no need of rituals or priests: everyone equal in God's eyes. His most radical social teachings denounced the caste system and taught that everyone is equal, regardless of caste or gender. Today, the Sikhs across the world number nearly 25 million people.



LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
Who is an inspiring person to Hindus? Example 1: Mahatma Gandhi			
Pupils will be enabled to: - learn to explore, question and respond to the teachings and experience of contemporary inspirational people from the Hindu community - explore some text and web-based materials to engage with a variety of perspectives on the people being studied; - suggest answers to questions about the significant experiences of key figures from the Hindu community	How did Gandhi stand up for his beliefs? Explain that Gandhi was a well-known Hindu who is inspiring to many Hindus and to other people. Disagreements and arguments Divide the class into small groups and discuss the following questions: - Who do you argue with? - What do you argue about? - When do you think you are treated unfairly? - How do you resolve your disputes? Listen to people's feedback. If it does not come out in discussion, ask if anyone has ever used violence, for example with brothers, sisters or friends, to get own way. Share the story of Gandhi and discuss the concept of ahimsa. You could show a short extract from the film <i>Gandhi</i> showing his non-violent principles. Explain that he was a Hindu who believed in the principle of ahimsa, meaning non-violence. Discuss the inspirational characteristics that Gandhi showed during his life. Share and discuss some quotes from Gandhi <i>In a gentle way you can shake the world.</i> <i>If all Christians acted like Christ, the whole world would be Christian.</i> <i>First they ignore you, then they laugh at you, then they fight you, then you win.</i> <i>An eye for an eye and everyone shall be blind.</i> <i>Whenever you are confronted with an opponent, conquer him with love.</i> <i>Be the change that you want to see in the world.</i> Discuss some of the situations that people find difficult, or think are wrong around the school. Widen out people's thoughts to the whole world. Are there any situations that they think are unfair in the world? How would applying the quotes or principles of Gandhi help? Ask people to choose one of the situations that you have discussed and draw a picture of it on the top half of a piece of A4 paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If anyone cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation.	A2. Describe and understand the life stories of inspirational people from Hindu faith responding thoughtfully to their wisdom, ideas and beliefs; C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.	<i>Quotes from Gandhi can be found on many quote websites including http://www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi</i> <i>Further activity ideas for work on Gandhi can be found in Developing Primary RE: Special People-RE Today services. This publication includes further Gandhi quotes and some information about his life</i> <i>Unsurprisingly, Gandhi – not a perfect man – is criticised for some of his decisions and actions. Maybe this will come up, but it could be better left for study later in the curriculum.</i>

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
Who is an inspiring person to Hindus? Example 2: Pandurang Shastri Athavale			
Pupils will be enabled to: - learn to explore, question and respond to the teachings and experience of contemporary inspirational people from the Hindu community - explore some text and web-based materials to engage with a variety of perspectives on the people being studied;	This work looks at the life and influence of a great modern Hindu, Pandurang Shastri Athavale, also known as ‘Dada’, meaning ‘brother’. A 'storytellers version' of the life and work of Athavale: A life for God and the people Pandurang Shastri Athavale was born in 1920, near Bombay in India. His family was well off, and he had a good education. He was especially interested in religious education, and loved to learn the Bhagavad Gita, an important Hindu scripture. When he grew up, he became known all over the world as a scholar of the Gita. One day, when he was in his twenties, an invitation to lecture abroad came. He was flattered, but at the same time the invitation made him realize he was concerned for his own people. In the villages, where 90% of Indians live, there was great inequality and unfairness between the castes. He was puzzled: could the beautiful truth of the Gita really be shared with the ordinary people of India? Why did this seem so hard? He decided to give his life to that cause. Since making that choice, his movement has achieved many, many advances for justice in India and around the world. He has followers, called Swadhyayees, who have transformed life for maybe 20 million people in 100 000 Indian villages. His followers call him ‘Dada’. He died, aged 83, in 2003, but his impact lives on: over 3 million people went to his ‘90th Anniversary’ celebration, and over 83 000 of his followers danced for him that day! Here are six of his key actions. CONTINUED	A2. Describe and understand the life stories of inspirational people from Hindu faith responding thoughtfully to their wisdom, ideas and beliefs; B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge; C3. Discuss and apply their own and others’ ideas about the leadership and values of inspirational figures.	<i>This work is pictured here as a pupil-led investigation. Teachers need to provide some resources for this – library books, possible website and information sheets and folders for example.</i>

▪ suggest answers to questions about the significant experiences of key figures from Hindu community ▪ work in a small team ▪ explore global issues through an example of the pursuit of justice from the Hindu tradition; ▪ build up their conceptual understanding of Hinduism and of justice and fairness; ▪ think in teams about the impact of a great Hindu leader ▪ consider their own responses: what might they learn from Hinduism? ▪ Find opportunities for their own spiritual and moral development.	Use the strategy called 'Responsibility Pies' (see the graphic in the next column) to enable small groups to weigh up the different factors that might lead us to say Dada is a great Hindu. <table><tr><td> ▪ God's open temples: Village temples, open to all with no barriers of wealth, caste or religion, are built: people worship together, and talk together, deciding how to build the life of the community. The common worship enables a common conversation. People who never used to talk to each other may become friends. </td></tr><tr><td> ▪ Being clean for God: Millions of people have chosen to avoid smoking, alcohol and gambling, following Dada's call. Instead they devote themselves, their time, money and care, to God and to the human family. </td></tr><tr><td> ▪ God's fields: Farm land is set aside, not to be owned by one person, but shared by all people. The farmland is worked by Swadhyayees, who believe work is worship. The crop is freely given to anyone who needs it. </td></tr><tr><td> ▪ God's trees: Trees are a sign of God to Swadhyayees: their life shows that divine life is everywhere. So groups of villagers have taken on barren desert land, and planted orchards there freely. Long before the 'green movement' in the West, Dada's followers were keen tree-planters. Volunteers care for the orchards as devotion to God, and the environment is preserved for the future. The fruit is freely distributed to anyone who needs it. </td></tr><tr><td> ▪ God's boats: In fishing villages, Dada's followers set aside some money regularly to buy a 'floating house of God', a fishing boat for the community. Anyone can use the boat to fish. All the fish caught from this boat are given to those in need. </td></tr><tr><td> ▪ Prizes and awards: Dada Athavale has been honoured widely, for example by the UN, and the Pope. He accepted the Gandhi Prize in 1988, but declined to take the money that went with it. In 1997 he was awarded Templeton Prize for Progress in Religion (over £1m!). But he doesn't bother much about awards: 'the work will succeed if it pleases God' he says. </td></tr></table>	▪ God's open temples: Village temples, open to all with no barriers of wealth, caste or religion, are built: people worship together, and talk together, deciding how to build the life of the community. The common worship enables a common conversation. People who never used to talk to each other may become friends.	▪ Being clean for God: Millions of people have chosen to avoid smoking, alcohol and gambling, following Dada's call. Instead they devote themselves, their time, money and care, to God and to the human family.	▪ God's fields: Farm land is set aside, not to be owned by one person, but shared by all people. The farmland is worked by Swadhyayees, who believe work is worship. The crop is freely given to anyone who needs it.	▪ God's trees: Trees are a sign of God to Swadhyayees: their life shows that divine life is everywhere. So groups of villagers have taken on barren desert land, and planted orchards there freely. Long before the 'green movement' in the West, Dada's followers were keen tree-planters. Volunteers care for the orchards as devotion to God, and the environment is preserved for the future. The fruit is freely distributed to anyone who needs it.	▪ God's boats: In fishing villages, Dada's followers set aside some money regularly to buy a 'floating house of God', a fishing boat for the community. Anyone can use the boat to fish. All the fish caught from this boat are given to those in need.	▪ Prizes and awards: Dada Athavale has been honoured widely, for example by the UN, and the Pope. He accepted the Gandhi Prize in 1988, but declined to take the money that went with it. In 1997 he was awarded Templeton Prize for Progress in Religion (over £1m!). But he doesn't bother much about awards: 'the work will succeed if it pleases God' he says.	Responsibility pies: An RE Thinking Skills Strategy  Thinking skills: weighing up different factors. Responsibility pies is a way of getting talking trios to weigh up a complex problem. They make a pie chart, showing which of 6 factors is most influential by the slice of pie they give it.
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LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	Points to note
How shall we weigh up what we think of the inspirational people Hindus admire?			
Show understanding of how religious beliefs can make a difference to the lives of individuals and communities; Answer for themselves the question: what makes a person inspiring to others?	Two great Hindu leaders: think about 'why' questions - Why is it that many people honour Athavale and Gandhi? In their lifetimes they also had some enemies – why was that? Does great goodness always make some people feel bad? Why? - Can pupils come up with three more 'Why' questions about the two leaders for themselves or in pairs? Any answers? Set pupils a task to: A. Prepare an imaginary interview with Gandhi and Athavale, in a talk show format. This should include their own questions (and answers), as well as the questions and answers the two great figures would have for each other. Pupils should be encouraged to include quotations from the unit, from scripture, newspaper headlines, comments from other people, photographs etc). Presentation software (e.g. PowerPoint), DTP or digital video could be used. B. Compose their own speech related to the inspirational figure: 'how would 'X' like the world to live?' Reflect on how they 'measure up'. Pupils could offer comment on the ways their chosen person might inspire anyone in the class. Aim to give all pupils opportunities to write at their highest standard in this RE unit. Expect high standards of thinking and presentation.	A2. Describe and understand the life stories of inspirational people from Hindu faith responding thoughtfully to their wisdom, ideas and beliefs; B1. Observe and understand examples of religious individuals who have high significance in Hindu communities; B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge; C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.	This is the most critical and demanding part of the unit: support children's thinking with plenty of time for discussion and clarification The English National Curriculum places great emphasis on this kind of speaking and debating. RE can benefit from time 'borrowed' from literacy.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	Points to note
Are Sikh and Hindu inspiring leaders the same or different?			
- Apply the idea of 'inspiration' to a comparison between two examples studied - Consider what factors would lead them to copy or follow these leaders: what can the pupil learn from the study?	Focus Questions: Use these to revise and extend what has been learned in the unit - What do Hindus believe about Hindu leaders? - How do Sikhs today try to follow the example of Guru Nanak? - How do stories of Guru Nanak inspire Sikh people? - What does it mean to be influenced by someone else? Who influences me? - Do we all need role models? Why, or why not? - How and why did Athavale change the lives of people in Indian villages? - Did Athavale hear the voice of god, do you think? - How has Gandhi made a difference to the world today? - What can we learn from the action, achievement and qualities of these people?	B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge; C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own; C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.	This can be done as part of the team work enquiry, or as individual work.
Who is inspiring to me?			
Recall and weigh up the work done in the unit as a whole, describing and understanding the concept of inspiration and applying it to the leaders studied.	What have I learned? Ask pupils to identify anything they have learned from their investigation, and to compose three questions that they would like to ask the person studied. Speculate about what the answers might be. A writing frame or skeleton plan for a piece of extended writing will help pupils to be clear about the role of leaders and inspirational figures. Reflection: Who is inspiring to me? Ask pupils to express their reflections on their own choice of an inspiring person. Provide opportunity to discuss questions such as: What influences my choice? (e.g. parents, school, the law, religion)? How important is it to them to have inspiring role models? What difference might it make? What would be the effect if everyone in my family / school / community followed my example of an inspiring person?	A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas and beliefs; C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.	

Mandirs and Gurdwaras: Some local information for West Midlands

Mandirs		Gurdwaras
Ram Aithal Shri Venkateswara Balaji Temple, Dudley Rd. East, Tividale, Oldbury B69 3DU 0121 544 2256/4476 temple@venkateswara.org www.venkateswara.org.uk	Mahendra Lad Shree Ram Mandir, Ford St. Pleck, Walsall WS2 9BW 01922 724 024 (evenings only) 07762 529725 Mahendralad1@btinternet.com	Lakhdeep Kaur Guru Nanak Gurdwara, 128-130, High St. Smethwick B66 3AP 07770 603831/0121 686 5492 07708 811959 lak_kaur@hotmail.com
Hemlata Chauhan Hindu Samaj Mandal, Salisbury Rd. Darlaston 0121 526 6236 v_chauhan@hotmail.co.uk	Rekha Patel Shree Krishna Mandir, 81, Old Meeting St. West Bromwich B70 9SZ 0121 525 9577 info@skm-wb.org www.skm-wb.org	Nanaksar Gurdwara 4 Wellington Street Pleck Walsall WS1 9QL
Deoraj Dwivedi HCRC Durga Bhawan, 360, Spon Lane South, Smethwick, B66 1PB 0121 558 3003 07832 968950 deoraj@hotmail.co.uk		