**Component 1: Sikhism Second Year / A Level**

The principal aim of the Scheme of Learning is to support teachers in the delivery of the new Eduqas A level Religious Studies specification. It is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular centres.

In addition, this document must not be used instead of the specification, but it can be used to support the delivery of it. It offers assistance to teachers with regard to possible classroom activities, links to digital resources (both our own, freely available, digital materials and some from external sources), text-books and other resources, to provide ideas when planning interesting, topical and engaging lessons.

The Intention of this scheme of work is that learners will participate in some independent learning tasks prior to attendance at the lesson. In this way, learners should arrive at the lesson with questions concerning areas that they do not understand, and there is consequently more time for analysis and evaluation of the material within the lesson time. For those who do not wish to take this approach, the activity suggestions should still be flexible enough to be adapted. For those who do take this approach, the resources in the ‘Independent Learning’ column (or those found in the resources column) can be used to design a simple activity prior to the lesson.

Time taken: 38 lessons (including assessments and feedback)

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| **Theme 1: Religious Figures and Sacred Texts** | | | | |  |
| **D: Role and significance of the texts of Mul Mantra and the Japji of Guru Nanak** | | | | |  |
| **Lesson** | **Specification** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **1** | **The Mul Mantra and the Japji of Guru Nanak - summary of Sikh beliefs about God.** | 1. Open with a brainstorm on the Sikh beliefs about God (from previous research); 2. Give each student a copy of the Mul Mantra and Japji of Guru Nanak – what beliefs are expressed in these statements of faith? 3. ‘Eternal truth is his name. Creator of all things and the all-pervading spirit. Fearless and without hatred. Timeless and formless. Beyond birth and death. Self-enlightened. By the grace of the guru he is known.’ 4. Discuss the importance of these text in comparison with each other and with other texts learnt at AS or A level - the Guru Granth Sahib. 5. Ask students to look at what the Mul Mantra teaches about God and to rank them in terms of importance and giving reasons why they placed them in that order. | [Grewal, J.S. (1998) – Guru Nanak in History, Panjab University.](https://wjec.sharepoint.com/sites/Hwb/SitePages/Home.aspxhttps:/archive.org/stream/GuruNanakInHistory/GuruNanakInHistory_djvu.txt)  Gupta, H.R. (2000) – History of the Sikhs Volume 1 The Sikh Gurus 1469-1708, Munshiram Manoharlal Publishers, ISBN:8121502764  McLeod, W.H. (1976) – The Evolution of the Sikh Community, Oxford University Press, ISBN:0198265298  McLeod, W.H. (1979) – Early Sikh Tradition: Study of the Janam-sakhis, Oxford University Press, ISBN:0198265328  McLeod, W.H. (1996) – Guru Nanak and the Sikh Religion, Oxford University Press, ISBN:0195637356  McLeod, W.H (1984) - Textual Sources for the Study of Sikhism, Manchester University Press, ISBN:0719010764  Nesbitt, Eleanor (2016) – A Short Introduction to Sikhism, Oxford University Press, ISBN: 9780198745570  Sambhi, Piara Singh (1994) - The Guru Granth Sahib, Heinemann Library, ISBN:0431073708  Singh, Dewan (2013) – Guru Nanak’s message in Japji, Singh Brothers, ISBN:8172050496  Singh, Harbans (1994) – The Heritage of the Sikhs, Manohar Publishers and Distributors, ISBN:8173040641  Vaudeville, C. (1974) – Kabir, Oxford University Press, ISBN:0198265263  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) | Homework: Attempt  a Part (a) question  ‘Examine the role  and significance of  the Mul Mantra.’ (EDUQAS A level 2018) | Flip learning - Link to AS/ A level Theme 2A –create a mindmap on the Sikh concept of God. |

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| **Lesson** | **Specification** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **2** | **A study of their (Mul Mantra and the Japi of Guru Nanak) philosophical content: liberating and awesome presence of God – evil thoughts can only be cleansed through God’s name.** | 1. Quick key concepts test of 10 questions based on last lesson. 2. Read the information on the [Mul Mantra](https://www.sikhiwiki.org/index.php/Mool_Mantar) 3. Make notes and summarise the content. 4. Discuss the key points. Collect in the students’ notes summarising the key points. 5. Discuss the [description of the Japji:](https://www.sikhiwiki.org/index.php/Japji_sahib#Suggested_Reading)   Taken from "The Encyclopedia of Sikhism" by Harbans Singh (published in 1996 by the Punjabi University, Patiala). | McLeod, W.H. trans. and ed. (1984), Textual Sources for the Study of Sikhism, University of Chicago Press, ISBN: 9780226560854. This is a translation into English, with explanation, of some passages from the Guru Granth Sahib.  ingh, Manmohan (2009), Sri Guru Granth Sahib Ji (8 volumes). Amritsar, SGPC, (This is a translation  into English and modern Punjabi, and including the Gurumukhi script, of the Guru Granth Sahib.)  Singh, Nidi (2017) - Japji Sahib (2-17): An Interpretation in Humility, ISBN: 9781520532325  **Other resources**  [www.sikh.org](http://www.sikh.org)  [www.sikhism.com](http://www.sikhism.com)  [www.sikhnet.com](http://www.sikhnet.com)  [www.wahegurunet.com](http://www.wahegurunet.com) | 1. Quick vocabulary/key concepts test of 10 questions based on last lesson. 2. Targeted questioning. Focus on learners who need to develop their use of specialist language and vocabulary and gauge learners’ levels of knowledge/ understanding. 3. Check notes taken on the Mul Mantra. 4. AO2 discussions –   The importance of Mul Mantra and Japji - which is the most important in worship? | Flip learning - Read the texts of the Mul Mantra and japji. Discuss the importance of their teaching. |

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| **Lesson** | **Specification** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **3** | **Interpretation**  **and application in worship; personal meditation and initiation – use in the amrit ceremony; preparation for worship in the gurdwara; epilogue to gurdwara services; summary of Sikh beliefs about God.** | Ask students to read the following questions from the [AO2 Eduqas resources for Sikhism](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf):   1. To what extent is reciting a statement of faith an important part of worship? 2. Has the use of the mul Mantra and japji in Sikh worship lost its meaning and become merely a ritual? 3. How important is the Japji in relation to the Mul Mantra within Sikh worship? 4. To what extent are other elements of worship more important to Sikhs than the Mul Mantra and Japji? 5. Is it possible to make a valid comparison of the importance of different elements of worship? 6. Give pairs of students a different ‘application in worship’ to research and then to share the information gathered with the rest of the class. | McLeod, W.H. (1976) – The Evolution of the Sikh Community, Oxford University Press, ISBN: 9780198265290  Macauliffe, Max Arthur (2010), The Sikh Religion, Its Gurus, Sacred Writings and Authors, Vol. 4 of 6 (Classic Reprint), General Books LLC, ISBN:978115206293  Singh, Dewan (2013) – Guru Nanak’s message in Japji, Singh Brothers,  ISBN:8172050496  [www.sikh.org](http://www.sikh.org)  [www.sikhnet.com](http://www.sikhnet.com)  [www.wahegurunet.com](http://www.wahegurunet.com) | Without their notes, students to write brief summary of the content of Mul Mantra and Japji.    Targeted questioning. Focus on learners who need to develop their responses more.    Focus on learners who need to develop their use of specialist language and vocabulary and gauge learners’ levels of knowledge/ understanding.    Homework: Attempt  An evaluation question on whether the Mul Mantra is the most important statement of faith in Sikhism. | Background reading for students  Cole, Owen (2005), Teach Yourself Sikhism, McGraw-Hill,  ISBN: 9780071456234    Take notes, give one question for discussion by the class to stimulate a class discussion on any aspect of the importance of the Mul Mantra and Japji. |

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| **Theme 1: Religious Figures and Sacred Texts** | | | | | |
| **E: The contribution made to the development of Sikh thought through the works of:**  **Guru Arjan - a period of Sikh growth** | | | | | |
| **Lesson** | **Specification** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **4** | **Guru Arjan’s missionary journeys to Majha region; expansion of Jat influx into Sikh panth; fight against Mughal tyranny; His example of the temporal and spiritual teaching of Sikhism.** | 1. Research into the [history of Punjab and nature and purpose of Mughal invasions in 14th and 15th centuries.](https://www.sikhiwiki.org/index.php/Miri_Piri) 2. Discuss the importance of Guru Arjan’s example of temporal and spiritual teaching and his contribution to the concept of miri and piri. | Cunningham, J.D. (2007), A History of the Sikhs, Kessinger Publishing, ISBN:9780548150504  Macauliffe, M.A. (2019), The Sikh Religion – Its Gurus, Sacred Writings and Authors, Forgotten Books, ISBN: 9788187526018.  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press, ISBN: 9780199699308.  <https://www.sikhri.org/the_12_gurus_podcast> - by the Sikh Research Institute, particularly:  <https://sikhcast.podbean.com/e/sikh-cast-ep72-12-gurus-series-guru-arjan/>  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) | Ask students (without their notes) to write a brief summary of Guru Arjan’s background.  The relative merits of the contributions to Sikhism of Guru Arjan. AO2 | Some ideas to make their own notes on discuss in class.  1. To what extent has the Golden Temple at Amritsar been a source of strength for Sikh  aspirations?  2. Did the inclusivist nature of Guru Arjan’s contributions strengthen or weaken Sikh  identity?  3. Did the martyrdom of Guru Arjan change the course of Sikhism for the better?  4. How important is a focal point (such as a temple) for a religion?  5. To what extent has Guru Arjan naïve in his political actions? |

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| **Lesson** | **Specification** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **5** | **authorship of the Sukhamni (hymn of peace); Compilation of Adi Granth to promote truth, peace and contemplation; his vision for Sikhism (Adi Granth 396 and Adi Granth 1136).** | Read [this article](https://www.sikhiwiki.org/index.php/Sukhmani) and summarise the content of the hymn of peace.  Discuss what it tells us about Guru Arjan’s vision for Sikhism.   1. Research the following websites and compile a timeline of how the Adi Granth was compiled and its content:   <https://www.sikhiwiki.org/index.php/Adi_Granth>  <https://www.sikhnet.com/300saal/adigranth>   1. Discuss its importance at the time, in the development of Sikhism **and** its importance today. | Cole, Owen (2005), Teach Yourself Sikhism, McGraw-Hill,  ISBN: 9780071456234  Cole, W. Owen & Sambhi, Piara Singh (1995), The Sikhs – Their Religious Beliefs and Practices, Sussex Academic, ISBN:1898723133.  Duggal, K. S. (1998), Select Sikh Scriptures II: Guru Arjan Dev, UBS Publishers Distributors, ISBN: 978-8174761712  McLeod, W.H. (1990), Textual Sources for the Study of Sikhism, University of Chicago Press, ISBN: 9780226560854  Sambhi, Piara Singh (1994) - The Guru Granth Sahib, Heinemann Library, ISBN:0431073708  Singh, Kushwant (2004), History of the Sikhs, Oxford University Press, Volume 1 and 2, ISBN:0195673085 & ISBN: 0195673093  Singh, P. (2003), Guru Granth Sahib, Canon, Meaning and Authority, Oxford University Press, ISBN: 9788172147280.  Singh, P. (2006), Life and Work of Guru Arjan, Oxford University Press,  ISBN:9780195679212.  [An article by the Sikh Missionary Society U.K. on Guru Arjan Dev Ji](https://www.sikhmissionarysociety.org/sms/smspublications/guruarjandevjitheapostleofpeace/chapter1/). | Quick vocabulary/key concepts test of 10 questions based on last lesson.  Focus on use of technical terminology to gauge learners’ levels of knowledge/  Understanding.    Assess learners’ understanding through final exercise explaining importance of Adi Granth:  What was Guru Arjan’s most important contribution to Sikhism? AO2 | Flip learning:  Listen to [History Pod on Guru Arjan’s compilation of Adi Granth](https://www.youtube.com/watch?v=Qvv4kS6l0HU) |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **6** | **Guru Arjan’s safeguarding and development of principles of Guru Nanak. His building of Harmandir at Amritsar – architectural features**  **reflecting Sikh beliefs, such as humility before God and all castes being equal** | 1. Discuss [Guru Arjan’s contribution to the practice of tithing and the importance and significance of the practice within Sikhism](https://www.sikhdharmauniversal.com/prosperity/). 2. Ask students to produce a podcast about the Harmandir at Amritsar focusing especially on how the design of the building reflects Sikh beliefs.   [Use this article to help](http://sgpc.net/sri-harmandir-sahib/)   1. Write biography and / or obituary for life of Guru Arjan or give an account of the life of Guru Arjan from perspective of a Sikh at the time [use this for ideas](https://www.sikhri.org/guru_arjan_sahib_the_sovereign_martyr). | Kaur Singh, Nikky-Guninder. Sikhism: An Introduction. London: I. B. Tauris, 2011.  Cunningham, J.D., A History of the Sikhs (ISBN: 0548150508)  Macauliffe, M.A., The Sikh Religion – Its Gurus, Sacred Writings and Authors, ISBN-10 1110311453  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press, ISBN: 9780199699308  [An article by Shubhangi Misra - “Guru Arjan Dev, the martyr whose death changed the course of Sikhism”](https://theprint.in/features/guru-arjan-dev-the-martyr-whose-death-changed-the-course-of-sikhism/401897/)  [An article by The Print on the influence of Guru Arjan on Sikhism](https://theprint.in/features/guru-arjan-dev-the-martyr-whose-death-changed-the-course-of-sikhism/401897/)  [https://www.sikhri.org/the\_12\_gurus\_podcast -](https://www.sikhri.org/the_12_gurus_podcast%20-)  **Other useful resources**  [www.sikh.org](http://www.sikh.org)  [www.sikhnet.com](http://www.sikhnet.com)  [www.wahegurunet.com](http://www.wahegurunet.com) | Targeted questioning. Focus on learners who need to develop their responses more.    Focus on use of technical terminology to gauge learners’ levels of knowledge/understanding.    Set essay question:  Examine Guru Arjan’s contribution to the development of Sikhism – AO1 | Flip learning - Before lesson read the following website:  [Make notes on history of building the golden temple.](https://www.goldentempleamritsar.org/famous-temples-in-india/amritsar/golden-temple/history.php) |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **Theme 1: Religious Figures and Sacred Texts** | | | | | |
| **F: Maharaja Ranjit Singh and the founding of the Sikh empire** | | | | | |
| **7** | **His background and early life; the founding of the Khalsa** | 1. Students to listen to the following radio programme and make notes on his background and early life.   [Radio 4 The Sikh Empire In Our Time](https://www.bbc.co.uk/programmes/b075t5mn)  Melvyn Bragg and guests discuss the rise of the Sikh empire under Ranjit Singh, who became Maharaja of the Punjab at Lahore in 1801 and united most of the Sikh kingdoms.   1. Students could also look at extracts from [this film](https://www.netflix.com/watch/81035398) giving an overview of his life. 2. Discuss how Maharaja Ranjit Singh fulfilled the Khalsa. | Grewal, J.S. (2001) – From Guru Nanak to Maharaja Ranjit Singh, Guru Nanak Dev University, ISBN:8177700294.  Nikky-Guninder Kaur Singh, (2011), Sikhism: An Introduction, IB Tauris, ISBN:9781848853218  Singh, Harbans (ed.) (1998), The Encyclopedia of Sikhism, Punjabi University, ISBN:9788173803499.  Singh, Kavita (ed.) (2003), New Insights into Sikh Art, Marg Publications,  ISBN: 9788185026602.  Singh, Khushwant (2003) Ranjit Singh: Maharaja of the Punjab, Penguin,  ISBN: 9780141006840.  Singh, Patwant and Rai, Jyoti M. (2012), Empire of the Sikhs: The Life and Times of Maharaja Ranjit Singh, Peter Owen Publishers, ISBN: 9780720614831. | AO2 discussion –  Maharaja Ranjit Singh - - the Importance of his founding of the Khalsa to the development of the Sikhism. | [Read the following website](https://www.historyextra.com/period/georgian/maharaja-ranjit-singh-who-bio-profile-born-died-life-sikh-empire) and compile a short biography of Maharajah Ranjit Singh |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **8** | **political sovereignty in the Punjab; his success in creating a golden age for Sikhism** | 1. Quick test of 10 questions based on information gained from last lesson. 2. Ask students to [read the article](https://sikhsiyasat.net/2018/03/28/modern-historiography-fits-maharaja-ranjit-singh-in-indian-nationalistic-perspective/) and highlight the main aspects of political sovereignty in the Punjab.      1. Split the students into 2 groups. Give them the [following article](https://www.tribuneindia.com/2001/20010408/spectrum/main1.htm) -   d) AO2 Create an argument which supports and disagrees with the view that Ranjit Singh’s empire was a golden age for Sikhism | McLeod, Hew, (2010), Sikhism, Yoda Press, ISBN:9788190666879.  Mahal, Bhupinder Singh (2013), The Making of the Sikh Empire: The role of Banda Bahadur and the Misls, Mahal Publications, ISBN: 9780968673614.  Sheikh, Mohamed (2012), Emperor of the Five Rivers: The Life and Times of Maharajah Ranjit Singh, I.B.Tauris, ISBN:9781848857544.  Singh, Khushwant (2004), A History of the Sikhs Vol. I & Vol. II Oxford University Press India, ISBN:9780195626438 & ISBN: 9780195673098.  Singh, Patwant and Rai, Jyoti M. (2012), Empire of the Sikhs: The Life and Times of Maharaja Ranjit Singh, Peter Owen Publishers, ISBN:9780720614831.  Singh, Sarpreet (2019), The Camel Merchant of Philadelphia, Tranquebar, ISBN:9789388689281.  Singh, Khushwant (2003) Ranjit Singh: Maharaja of the Punjab, Penguin,  ISBN:9780141006840.  Singh, Khuswant (2004), A History of the Sikhs, Volume 1, 1469-1838, Oxford University Press India, ISBN:9780195626438.  Singh, Khuswant (2004), A History of the Sikhs, Volume 2, 1469-1838, Oxford University Press India, ISBN:9780195673098.  [An article from History Extra (BBC) on Who was Maharaja Ranjit Singh?](https://www.historyextra.com/period/georgian/maharaja-ranjit-singh-who-bio-profile-born-died-life-sikh-empire/) | Compare Ranjt Singh’s contribution to Sikhism with that of Guru Arjan. AO1  Evaluate the statement that Ranjit Singh is more important in the development of Sikhism than Guru Arjan. AO2 | Review and summarise key points from the lessons on Maharajah Ranjit Singh. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **9** | **features of the secular empire - no discrimination and religious freedom** | Discussion on the meaning of secular.  In pairs get students to rank order the following statements based on their importance within a secular empire or in ensuring a secular empire. and give reasons why.  Then form larger groups to compare and discuss.   1. Ranjit Singh's employment policy reflected the basic liberal and humanitarian teaching of Sikhism. The highest posts in his Government were as open to Muslims as to the Sikhs and the Hindus. 2. All subjects were given complete freedom of expression and worship. 3. Sikhism was not the state religion. The broad religious outlook was reflected in according due respect to all religions. 4. Sikhs were not treated as a privileged class and no disabilities were placed on non-Sikh subjects. There was no interference with the religious and cultural life of other communities. 5. The Sikh empire was pluralistic in nature. | Mahal, Bhupinder Singh (2013), The Making of the Sikh Empire: The role of Banda Bahadur and the Misls, Mahal Publications, ISBN: 9780968673614.  Sheikh, Mohamed (2012), Emperor of the Five Rivers: The Life and Times of Maharajah Ranjit Singh, I.B.Tauris, ISBN:9781848857544.  Singh, Khushwant (2003) Ranjit Singh: Maharaja of the Punjab, Penguin,  ISBN:9780141006840.  Singh, Khuswant (2004), A History of the Sikhs, Volume 2, 1469-1838, Oxford University Press India, ISBN:9780195673098.  Singh, Patwant and Rai, Jyoti M. (2012), Empire of the Sikhs: The Life and Times of Maharaja Ranjit Singh, Peter Owen Publishers, ISBN: 9780720614831.  Singh, Sarpreet (2019), The Camel Merchant of Philadelphia, Tranquebar, ISBN:9789388689281.  Singh, Khushwant (2003) Ranjit Singh: Maharaja of the Punjab, Penguin,  ISBN:9780141006840. | Targeted questioning.    Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding.    Assess learners’ understanding through final exercise on Ranjit Singh (see next column on the right).  AO2 create a list of arguments which support and disagree with the view that Ranjit Singh’s empire was a golden age for Sikhism. | Read and take notes [on the court of Maharaja Ranjit Singh’s empire](http://www.vam.ac.uk/content/articles/t/the-court-of-maharaja-ranjit-singh/) |

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| **Theme 3: Significant social and historical developments in religious thought** | | | | | |
| **A: The aspiration for Khalistan** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **10** | **An understanding of the political background; 1919 Vaisakhi Massacre; partition of Punjab in 1947;**  **Operation Bluestar in 1984;** | Pair/group work – split the students into three groups.   1. Group A Students to listen to the following programmes and make notes on the background to the Vaisakhi Massacre:   [A short video by Department of History at The Ohio State University and the Department of History at Miami University](https://www.youtube.com/watch?v=vByTQ1Ooi9s)  [A short presentation by HistoryPod](https://www.youtube.com/watch?v=Yi_f1OrFdfs)   1. Group B students to listen to the following programmes and make notes on the background to the partition of the Punjab in 1947:  [Partition of India: 'They would have slaughtered us’ BBC Scotland](https://www.bbc.co.uk/news/uk-scotland-40874496) [An extract from “Punjab The Story of Partition” BBC](https://www.youtube.com/watch?v=cdX0v-S-6u0)  **(WARNING CONTAINS GRAPHIC CONTENT**) c) Group C students to listen to the following programmes and make  notes on the background to Operation Bluestar in 1984:  [BBC Documentary - Operation Blue Star 1984](https://www.youtube.com/watch?v=VcRTKHpJ_d0)  [Operation Bluestar UK News report in 1984](https://www.youtube.com/watch?v=OK6-VmDZpkM)  d) Each group to give a 2 minute  presentation to the rest of the  class.  e) Class to then share or pool resources | [Should the British Government apologise? BBC Newsnight](https://www.youtube.com/watch?v=9pDezGwGt28)  [History Today on the Amristar massacre](https://www.historytoday.com/archive/months-past/amritsar-massacre)  [“The Sikh dilemma – partition of the Punjab”, an article by Busharat Elahi Jamil](http://pu.edu.pk/images/journal/studies/PDF-FILES/Artical-4_v17-1-16.pdf)  [Sikhi Wiki article on the partition of Punjab](https://www.sikhiwiki.org/index.php/Partition_of_Punjab)  [A summary article on Operation Bluestar from Britannica.com](https://www.britannica.com/topic/Operation-Bluestar)  [BBC article on Sikh’s lasting anger about Operation Bluestar](https://www.bbc.co.uk/news/world-asia-23514583) | Targeted questioning.  Assess learners’ understanding through quality of presentation to rest of class.  Check the notes taken by students on the three events. | In preparation for next lesson flip learning - Link to AS level Theme 1A and 1B and A level Theme 1E –create a mindmap on the persecution suffered by Sikhs at the time of Guru Nanak, Guru Gobind Singh and Guru Arjan. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | | **Independent Learning** |
| **11** | **role of persecution in Sikh identity and aspiration; diversity of views on self-rule.** | Using mindmaps produced and information from previous lesson class discussion on the effect of persecution. Points for discussion could include:   1. Are there any positive effects that come about as a result of persecution? What could these be in the context of Sikhism? 2. Is there a link between persecution and the aspiration for Khalistan? 3. Is the Sikh Khalsa a direct consequence of persecution/ would the Khalsa have developed if there was no persecution? 4. Would Sikh identity be different without persecution in its history? 5. What other factors are there for the development of Sikhism and Sikh identity?   Notes to be taken of main points expressed in discussion.  Students to read the following articles and to summarise the diverse views offered on self-rule:  [An article from the Economic Times - Prominent Sikh community member challenges idea of Khalistan](https://economictimes.indiatimes.com/nri/nris-in-news/prominent-sikh-community-member-challenges-idea-of-khalistan/articleshow/76245106.cms)  [An article from the Hindu Times – ‘All Sikhs want ‘Khalistan’](https://www.thehindu.com/news/national/other-states/will-accept-if-govt-offers-khalistan-akal-takht-chief-priest/article31768078.ece" \l ":~:text=All%20Sikhs%20want%20'khalistan'%3B,%2C%20we%20will%20accept%20it.%E2%80%9D)  [An article from the Hindustan Times – “Khalistan divides, unites Sikhs abroad”](https://www.hindustantimes.com/punjab/referendum-2020-khalistan-divides-unites-sikhs-abroad/story-QBIfntRdW0zF7kVpw9XgmN.html%20-)  [An article on “we do not support Khalistan movement, says British Sikh Association.”](http://www.babushahi.com/world-news.php?id=106193&headline=We-do-not-support-Khalistan-movement,-says-British-Sikh-Association) | McLeod, W.H. (2004), Sikhs and Sikhism: Comprising Guru Nanak and the Sikh Religion, Early Sikh Tradition, The Evolution of the Sikh Community, Who is a Sikh? Oxford University Press,  ISBN: 9780195668926.  Madra, A. S. and Singh, P. (2017), Warrior Saints: Four Centuries of Sikh Military History (Volume 1), Kashi House, ISBN: 9780956016850  Shackle, C. (2005), Teachings of the Sikh Gurus, Routledge, ISBN: 9780415266048  Singh, Khushwant (2004), A History of the Sikhs: Volume 1: 1469-1838, OUP India, ISBN: 9780195626438, chapter on Persecution of the Sikhs and the Reorganization of the Khalsa Army.  Singh, P. and Barrier, G. (2001), Sikh Identity: Continuity and Change, Manohar Publishers, ISBN: 9788173044014  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press, ISBN: 9780199699308  [An article by Captain Amarinder Singh – “The warrior in us”](https://www.theweek.in/theweek/cover/2019/11/01/the-warrior-in-us.html)  [An article in Outlook India, by Akal Takht: “Sikhs can't be defined by Khalistan alone”](https://www.outlookindia.com/newsscroll/akal-takht-sikhs-cant-be-defined-by-khalistan-alone/1865909) | | Targeted questioning. Focus on learners who need to develop their responses more.    Focus on use of technical terminology to gauge learners’ levels of knowledge/understanding.    Set essay question:  ‘The significance of persecution in shaping Sikhism’ AO2.  Formal summative  assessment based on  essay. | Go through notes from the activity section in response to the provided AO2 issue.  Plan the essay.  Focus on structure and paragraphs.  Focus on the skills of analysis and evaluation throughout. |

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| **Theme 3: Significant social and historical developments in religious thought** | | | | | |
| **B: The relationship between religion and society: religion, equality and discrimination. Changing roles of men and women in Sikhism:** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **12** | **Teaching of Guru Nanak – Adi Granth 62, 473; example of Guru Gobind Singh; marriage**  **monogamous and a religious ceremony; widow’s right to be head of the family; equal rights in**  **education and worship;** | 1. Flip learning - Read the passages   listed in the specification on the teaching of Guru Nanak. Then [read this article](https://www.worldreligionnews.com/religion-news/women-sikhism-lessons-guru-nanak).   1. Discuss if this is a fair interpretation of Guru Nanak’s teaching. 2. Read the [following passage](https://www.sikhs.org/women.htm). 3. Discuss Guru Gobind Singh’s contribution to the teaching of Sikhism on the equality of women. 4. Students to research the contribution of Guru Amar Das to the question of “the equality of women” and to produce a podcast on the views of the three Gurus and to comment on how progressive these views were in the 15th century | Cole, Owen (2005), Teach Yourself Sikhism, McGraw-Hill,  ISBN: 9780071456234  Cole, W. Owen & Sambhi, Piara Singh (1995), The Sikhs – Their Religious Beliefs and Practices, Sussex Academic, ISBN:1898723133  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press, ISBN: 9780199699308  [An article from World Religion News on Women and Sikhism: lessons from Guru Nanak](https://www.worldreligionnews.com/religion-news/women-sikhism-lessons-guru-nanak)  [A brief overview of the Sikh attitude to women](https://www.sikhmissionarysociety.org/sms/smspublications/thesikhwomen/thesikhwoman/#Sikh%20View)  [An article on the spiritual strength of women – Sikh Missionary Society](https://www.sikhmissionarysociety.org/sms/smspublications/Spiritual%20Strength%20of%20Women.pdf)  An extract from Heroes, Saints and Yogis: Tales of Self Discovery and the Path of Sikh Dharma, compiled by Shakti Parwha Kaur - [Khalsa and Guruka Singh Khalsa – about “Guru Amar Das and equality”](https://www.sikhdharma.org/guru-amar-das-and-equality/)  [An article from Wahegurunet on the “Role of Women in Sikhism”](https://wahegurunet.com/role-of-women-in-sikhism/) | Targeted questioning.  Focus on use of technical terminology to gauge learners’ levels of knowledge/understanding.    Assess learners’ understanding through final exercise explaining the views of the three Gurus. | Students to prepare a mind map how the teaching on the equality of women affected the role of men in Sikhism. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **13** | **gender equality – Guru Granth Sahib – 473; importance of women’s views;**  **equal religious opportunities and roles; equality in dress of men and women. Guru Amar Das - his appointment of women teachers.** | 1. Quick test of 10 questions based on information gained from last lesson 2. Using the mindmaps prepared and information gained from last lesson discuss whether the rights given by the Gurus to women in any way diminished the role of men in Sikhism. 3. Using Guru Granth Sahib – 473 as a basis Students to produce a Sikh manifesto on gender equality giving reasoning and examples in support of beliefs and practices. 4. Discuss the key points. Collect in the students’ manifestos summarising the key points. 5. Homework: Attempt   a Part (a) question – AO1  ‘Explain Sikh teachings about gender and their influence in the Sikh community.’ (SAMs) | Cole. W. Owen (2004), Understanding Sikhism, Dunedin Academic Press, ISBN: 1903765153  Sidhu, Gurbachan Singh – Sikh Religion and Women, Guru Nanak Charitable Trust, ISBN:9781902122007  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press,  ISBN: 9780199699308  Singh, Kanwalajit Kaur (1998), Sikhism for Today, OUP,  ISBN: 9780199172559  <https://www.sikhdharma.org/guru-amar-das-and-equality/> - an extract from [Heroes, Saints and Yogis: Tales of Self Discovery and the Path of Sikh Dharma](https://www.sikhdharma.org/product/heroes-saints-yogis/), compiled by Shakti Parwha Kaur Khalsa and Guruka Singh Khalsa – about “Guru Amar Das and equality”  <https://www.sikhmissionarysociety.org/sms/smspublications/thesikhwomen/thesikhwoman/#Sikh%20View> – a brief overview of the Sikh attitude to women [https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/gender-and-religion-gender-and-sikhism - encyclopedia.com](https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/gender-and-religion-gender-and-sikhism%20-%20encyclopedia.com) - an article on “Gender And Religion: Gender And Sikhism” | Targeted questioning.    Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding.    Assess learners’ understanding through manifestos created  Formal summative  assessment based on essay | Students to carry out personal research on the Internet and write short biographies/pen pictures of –  Dr Mohinder Kaur Gill;  Dr Gurnam Kaur and  Kanwaljit Kaur Singh. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **14** | **The views of Dr Mohinder Kaur Gill; Dr Gurnam Kaur and anwaljit Kaur Singh.**  **Relationship of feminism with Sikh religious philosophy**  **recognition of men and women as equal, but with different roles** | 1. Discussion on biographies of three scholars named. 2. Students to read the following articles and to highlight the views of   Dr Mohinder Kaur Gill; Dr Gurnam Kaur and Kanwaljit Kaur Singh.  <https://www.sikhnet.com/news/takht-chief-frowns-sewa-women>  <https://wahegurunet.com/role-of-women-in-sikhism/>  <https://www.sikhiwiki.org/index.php/Sikhism_vs_Islam_:_On_Women>  <https://www.sikhmissionarysociety.org/sms/smspublications/Islam%20&%20Sikhi%20-%20Women%20.pdf>   1. Discussion – to what extent do these views agree with the teachings of the Gurus and the Guru Granth Sahib? 2. In pairs students to write a definition of feminism. Share definition with another pair and then with the whole class to try and reach an agreed definition. [Compare with Cambridge dictionary definition](https://dictionary.cambridge.org/dictionary/english/feminism) 3. In pairs students to discuss and make notes on the following questions: 4. To what extent does feminism agree with Sikh religious teaching? 5. Is feminism a modern concept? 6. Is it fair therefore to call Sikhism a feminist religion? 7. Are men and women equal in Sikh practice? 8. Is it possible to have different roles and still be considered equal? 9. Class discussion on the answers to these questions. | Kaur-Singh, Kanwaljit (1998) - Sikhism for today, OUP, ISBN: 9780199172559  Gill, Mohinder Kaur (1998), The Role and Status of Women in Sikhism, National Bookshop, ISBN: 9788171161751  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press,  ISBN: 9780199699308 which includes “A Feminist Interpretation of Sikh Scripture”  by Nikky-Guninder Kaur Singh  [An article by the Sikh Missionary Society on Sikh Women’s Rights](https://www.sikhmissionarysociety.org/sms/smspublications/Sikh%20Womens%20Rights.pd)  [An article on SIkhiwiki on women’s rights in Sikhism](https://www.sikhiwiki.org/index.php/Sikh_women)  [An article on Sikhs.org on historic Sikh attitudes to women](https://www.sikhs.org/women.htm).  [A BBC Beyond Belief debate about women in Sikhism](https://www.bbc.co.uk/programmes/b01ptgfy). | Quick vocabulary/key concepts test of 10 questions based on last lesson.  Focus on use of technical terminology to gauge learners’ levels of knowledge/  Understanding.    Assess learners’ understanding through discussion notes taken  Is it possible to call Sikhism a feminist religion? AO2 | Review and summarise key points from the lessons on equality of men and women in Sikhism. |

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| **Theme 3: Significant social and historical developments in religious thought** | | | | | |
| **C: The relationship between religion and society: The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims.**  **Difference between diversity and pluralism:** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **15** | **Historical origins of Sikh attitudes – conflicts with Islam and Hinduism; the teaching of Guru Granth**  **Sahib; conflict between exclusivism and inclusivism** | 1. Students to read the following articles and produce 2 Venn diagrams on the similarities and differences between Sikhism and Islam and Sikhism and Hinduism. 2. <https://www.learnreligions.com/ways-sikhism-differs-from-islam-2992956> 3. <https://www.sikhiwiki.org/index.php/Dissimilarities_between_Sikhism_and_Islam> 4. <https://www.sikhiwiki.org/index.php/Similarities_between_Sikhism_and_Islam> 5. <https://themuslimtimes.info/2019/12/02/similarities-between-islam-and-the-sikh-religion/> 6. <https://www.learnreligions.com/ways-that-sikhism-differs-from-hinduism-2992955> 7. <https://www.sikhs.org/relig_h.htm> 8. <https://www.diffen.com/difference/Hinduism_vs_Sikhism> 9. Students to read [this article](https://sikhismreligionandequality.weebly.com/attitudes-to-other-religions.html#:~:text=Guru%20Nanak%20Dev%20Ji%20taught,and%20should%20be%20treated%20equally.&text=This%20means%20that%20Sikhs%20don,tolerant%20of%20other%20peoples%20religion) and   summarise the teaching of the  Guru Granth Sahib on attitudes  towards other religions.     1. Class discussion on the meaning   of exclusivism and inclusivism in a  social and religious context. | Nesbitt, Eleanor (2016), Sikhism: A Very Short Introduction, OUP,  ISBN:9780198745570  McLeod, W. H. (1986), Textual Sources for the Study of Sikhism, Manchester University Press, ISBN:9780719010767  Cole, W. Owen (2005), Teach Yourself Sikhism, McGraw-Hill,  ISBN: 9780071456234  Cole, W. Owen & Sambhi, Piara Singh (1995), The Sikhs – Their Religious Beliefs and Practices, Sussex Academic, ISBN:1898723133  Singh, Khuswant (2004), A History of the Sikhs, Volume 1, 1469-1838, Oxford University Press India, ISBN:9780195626438.  Singh, Khuswant (2004), A History of the Sikhs, Volume 2, 1469-1838, Oxford University Press India, ISBN:9780195673098.  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press, ISBN: 9780199699308 - contains  “Sikh Interactions with Other Religions”  By W. Owen Cole.  Sambhi, Piara Singh (1994) - The Guru Granth Sahib, Heinemann Library, ISBN:0431073708  [An article by Bhai Madan Singh on “The Sikhs”](http://www.sikhmarg.com/english/The-Sikhs.html)  An article taken from Teaching About Religion in the Social Studies Classroom, [“Teaching about Sikhism”](https://www.sikhcoalition.org/wp-content/uploads/2019/05/TeachingAboutReligion-Chapter-17.pdf) by Pritpal Kaur Ahluwalia and John Camardella  A working paper entitled [“Sikhism and Development”](https://assets.publishing.service.gov.uk/media/57a08b94ed915d622c000d85/WP21.pdf) by Darshan S. Tatla, Director of the Punjab Centre for Migration Studies, Lyallpur Khalsa College see p.37ff – “Truth claims and inter-faith dialogue” | Targeted questioning. Focus on learners who need to develop their responses more.    Focus on learners who need to develop their use of specialist language and vocabulary and gauge learners’ levels of knowledge/understanding. | Students to research definitions of exclusivism and inclusivism. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **16** | **Sikh attitudes to interfaith dialogue – Sikhism**  **no longer a missionary religion;** | 1. Class discussion on definitions of exclusivism and inclusivism. Which one is the best description of Sikhism? 2. Students to read the following articles and write a summary of Sikh attitudes to interfaith dialogue.   <https://www.reonline.org.uk/wp-content/uploads/2019/05/Sikhism.pdf>  <https://www.sikhiwiki.org/index.php/Interfaith>   1. In pairs/groups students to prepare a 2 minute class presentation on the possible advantages and possible disadvantages of interfaith dialogue. 2. Do the advantages outweigh the disadvantages? 3. Students to research the following questions on the Internet 4. What is a missionary religion? 5. Can a religion take part in interfaith dialogue and still be a missionary religion? 6. Are there different interpretations of the word missionary? 7. Is Sikhism a missionary religion? 8. Class discussion based on answers to the above questions. | Sidhu, Gurmeet Singh (2015) Beyond Otherness: Sikhism: New Mystical Experience and Interfaith Dialogue, Notion Press, ISBN:9789384878351  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press, ISBN: 9780199699308 - contains  “Sikh Interactions with Other Religions”  By W. Owen Cole.  [The website of the Sikh Coalition who work to protect the constitutional right to practice a faith without fear in the USA](https://www.sikhcoalition.org/our-work/preventing-hate-and-discrimination/interfaith-solidarity/).  [An article by Dr. Devinder Pal Singh on “Interfaith Dialogue: A Perspective from Sikhism”](https://www.sikhphilosophy.net/threads/interfaith-dialogue-a-perspective-from-sikhism.51614/)  [An article by Paramvir Singh on “Interfaith Dialogue: A Sikh Perspective”](https://www.academia.edu/34765905/Interfaith_Dialogue_A_Sikh_Perspective)  [An article on “Interfaith Friendship: insights from the Sikh tradition” by Eleanor Nesbitt](https://elijah-interfaith.org/sharing-wisdom/interfaith-friendship-insights-from-the-sikh-tradition)  [An article by Guru Amrit Kaur Khalsa, “My Sikh Interfaith Journey](https://www.sikhdharma.org/my-sikh-interfaith-journey/)” | Targeted questioning.    Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding.    Assess learners’ understanding through presentation and discussion contribution  AO2 create a list of arguments which support /disagree with the view that Sikhism is a missionary religion. | Before next lesson students to read following article on Khalsa and non-Khalsa Sikhs –  <https://www.britannica.com/topic/Sikhism/Sects-and-other-groups> |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **17** | **Sikh attitudes to other faiths – enlightenment mediated through all**  **theistic religious systems. Diversity between Khalsa and non-Khalsa Sikhs.** | 1. Quick test of 10 questions based on information gained from last lesson 2. Using information from last 2 lessons students to create article or blog on the Sikh attitudes to other faiths. 3. Using [this article](https://www.britannica.com/topic/Sikhism/Sects-and-other-groups) students to prepare a two minute class presentation on the different sects found within Sikhism. Presentation should focus on similarities and differences. | Nesbitt, Eleanor (2016), Sikhism: A Very Short Introduction, OUP,  ISBN: 9780198745570  Singh, Pashaura (Editor) &   Fenech, Louis E. (Editor) (2014), The Oxford Handbook of Sikh Studies, Oxford University Press, ISBN: 9780199699308 - contains  “Sikh Interactions with Other Religions”  By W. Owen Cole.  Singh, Khuswant (2004), A History of the Sikhs, Volume 1, 1469-1838, Oxford University Press India, ISBN:9780195626438.  Singh, Khuswant (2004), A History of the Sikhs, Volume 2, 1469-1838, Oxford University Press India, ISBN:9780195673098.  McLeod, W. H. (1986), Textual Sources for the Study of Sikhism, Manchester University Press, ISBN:9780719010767  Sambhi, Piara Singh (1994) - The Guru Granth Sahib, Heinemann Library, ISBN:0431073708  Cole, Owen (2005), Teach Yourself Sikhism, McGraw-Hill,  ISBN: 9780071456234  Cole, W. Owen & Sambhi, Piara Singh (1995), The Sikhs – Their Religious Beliefs and Practices, Sussex Academic, ISBN:1898723133  [A working paper entitled “Sikhism and Development” by Darshan S. Tatla, Director of the Punjab Centre for Migration Studies, Lyallpur Khalsa College see p.37ff – “Truth claims and inter-faith dialogue”](https://assets.publishing.service.gov.uk/media/57a08b94ed915d622c000d85/WP21.pdf)  [An article by Bhai Madan Singh on “The Sikhs](http://www.sikhmarg.com/english/The-Sikhs.html)”  [An article by Paramvir Singh on “Interfaith Dialogue: A Sikh Perspective](https://www.academia.edu/34765905/Interfaith_Dialogue_A_Sikh_Perspective)  [An article on “Interfaith Friendship: insights from the Sikh tradition” by Eleanor Nesbitt](https://elijah-interfaith.org/sharing-wisdom/interfaith-friendship-insights-from-the-sikh-tradition)  [An article by Guru Amrit Kaur Khalsa, “My Sikh Interfaith Journey](https://www.sikhdharma.org/my-sikh-interfaith-journey/)” | Create a revision document to aid other A level students with their revision of Theme 3ABC. It can be a poster, booklet, PowerPoint, film or other document.  It must include:  key vocabulary, reference to specification scholars and different viewpoints. AO1/AO2 |  |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **18** |  | Timed essay practice  Dependent on the time available  allow for approximately 36 minutes.   1. Students might be able to   exchange essay plan/mind-map of  how to answer the question with  each other.   1. General comments about essay   structure, use of paragraphs and  the need for evaluation throughout.   1. Timed essay:   The extent to which Sikhism is an inclusivist tradition. AO2 [30]  36 minutes approximately + extra  time for those who require it. Check  beforehand on those allowed to  use laptops in the examination.   1. When completed the essays might be exchanged for peer evaluation and comments.   Provide the students the 5 band assessment mark scheme, which is available [here](https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=13809) (p.10-11). |  | Formal summative  assessment based on  timed essay | Revision for timed essay. |

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| **Theme 3: Significant social and historical developments in religious thought** | | | | | |
| **D: The challenges to Sikhism from science and its responses to secularisation:** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **19** | **Relationship of Sikhism with science – no conflict with scientific view of Big Bang, continuous creation and evolution – Guru Granth Sahib – 1163; 8276.** | 1. Share the following articles and specification detail with the students -   <https://www.sikhismguide.net/sikhism-science/>  <https://www.sikhiwiki.org/index.php/Science_and_Sikhism>  <https://wahegurunet.com/god-vs-science/>   1. Students to make notes on the relationship of science with Sikhism. 2. Draw two columns or a Venn diagram to identify differences and similarities. 3. Students to look at the text specified and explain how they contribute to the understanding of the relationship between science and Sikhism. 4. Timed AO2 essay:   Evaluate the effectiveness of Sikh responses to the challenges of science.   1. Ask student to compare essay plan/mindmap of how to answer the question with each other before starting. 2. When completed the essays might be exchanged for peer evaluation and comments, 3. Provide the students the 5 band assessment mark scheme, which is available [here.](https://www.eduqas.co.uk/media/lgunsitd/wjec-eduqas-a-level-religious-studies-sams-from-2016.pdf) | Jhutti-Johal, Jagbir (2011), Sikhism Today, Continuum, ISBN:9781847062727.  Singh, Dr. D. P. (2018), Science And Sikhism, Sing Brothers, SBN:9788172055820.  [Sikh Religion and Science](https://www.sikhmissionarysociety.org/sms/smspublications/SikhReligionAndScience.pdf%20-)  [By G.S.Sidhu, published by the Sikh Missionary Society](https://www.sikhmissionarysociety.org/sms/smspublications/SikhReligionAndScience.pdf%20-)  [A video by the UCL Sikh Society](https://www.youtube.com/watch?v=zt3DktnGUg).  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) | Write an AO2 essay - on the effectiveness of Sikh responses to the challenges of science.  Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding.    Assess individual learner’s level of knowledge/  understanding through the notes taken.  Formal summative assessment based on timed essay . | Go through notes from the activity section in response to the provided AO2 issue.  Discuss with peers.  Plan the essay.  Focus on structure and paragraphs.  Focus on skills of analysis and evaluation throughout. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **20** | **Secularisation: Sikh emphasis on social obligations and social reforms; duties as a citizen; freedom and** **equality of religion; compatibility of Sikh beliefs with secular democracy.** | 1. Discussion on meaning and definition of secularisation - one key debate in the sociology of beliefs in society, is the extent to which we are undergoing a process of secularisation. That is, the extent to which society is becoming less religious.   Brian Wilson described secularisation as “the process whereby religious thinking, practices and institutions lose their social significance.”  *(Wilson, B. (1966) Religion in Secular Society*, Penguin).   1. Read [this article](https://www.firstthings.com/blogs/firstthoughts/2009/07/sikhs-the-turban-and-the-crisis-of-secularism).   For discussion: What are the perceived problems posed to Sikhism by secularisation? Ask groups of students to prepare a 2 minutes presentation on ‘The challenges of secularisation for Sikhs’. | Jhutti-Johal, Jagbir (2011), Sikhism Today, Continuum, ISBN:9781847062727.  McLeod, W.H. (1989), Who Is A Sikh? The Problem Of Sikh Identity. Oxford University Press. ISBN:9780198265481.  Oberoi, Harjot. (1994), Construction Of Religious Boundaries: Culture, Identity And Diversity In the Sikh Tradition, University of Chicago Press, ISBN:9780226615936.  <https://britishsikhreport.org/> | Focus on use of technical terminology to gauge learners’ levels of knowledge/understanding.    Assess individual learner’s level of knowledge /understanding through their contribution to discussion.  Under timed conditions (36 mins) students to write a response to the issue of Sikhism and Secularization  Formal summative assessment based on timed essay. | Research your aim thoroughly and provide scholarly quotes. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| 21 | **Sikh responses to secularisation** | [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf)  Handout of the Eduqas resource (see link above) on this AO2 issue. In pairs/groups, write key points/mind map to support the statement ‘Sikhism has dealt effectively with secularisation.’ Plenary session to bring ideas together. | McLeod, W.H. (1976) – The Evolution of the Sikh Community, Oxford University | Focus on use of technical terminology to gauge learners’ levels of knowledge/ understanding.    Assess individual learner’s level of knowledge/understanding through  their position statements.  Complete AO2 essay planned in class. | Prepare position statement on the proposition that ‘Sikh response to secularisation have been effective. |

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| **Theme 3: Significant social and historical developments in religious thought** | | | | | |
| **D: The challenges to Sikhism from science and its responses to secularisation:** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **22** | **Migration from Punjab and East Africa; distribution of Sikh population in Britain;** | 1. Ask students to read the following articles:   <https://www.bbc.co.uk/religion/religions/sikhism/history/britishsikhism.shtml>  <http://britishsikhreport.org/wp-content/uploads/2013/06/BSR_2013_FINAL.pdf>  <http://sikhcybermuseum.com/history/sikhsbirmingham.htm>   1. Students in pairs to create a timeline of Sikh migration to UK. 2. Link migration to different areas and suggest reasons for distribution of Sikh community. 3. Timed essay practice - Migration from Punjab, reasons for the migration and why they settled in certain areas of Britain AO1 | Gurharpal Singh & Darshan Singh Tatla, Sikhs in Britain: The Making of a Community (Paperback) ISBN:9781842777176.  Helweg, A. W. (1980), Sikhs in England: The Development of a Migrant Community, Oxford University Press, ISBN:9780195611502.  James, A.G. (1974), Sikh Children in Britain, Oxford University Press,  ISBN:9780192184092.  Kalsi, Sewa Singh (1992), The Evolution of the Sikh Community in Britain, University of Leeds, ISBN:9781871363036.  [A Study of the Sikh Community in Leeds and Bradford by Sewa Singh Kalsi](https://core.ac.uk/download/pdf/43697.pdf)  **Other resources:**  [www.sikhnet.com](http://www.sikhnet.com)  [www.wahegurunet.com](http://www.wahegurunet.com)  [www.allaboutsikhs.com](http://www.allaboutsikhs.com)  <https://britishsikhreport.org/> | Timed essay practice (see Activities section) | Revision for timed essay. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | | **Independent Learning** |
| **23** | **perceived difficulties encountered; adoption of Sunday; development of gurdwara as a social centre.** | 1. Listen to [this BBC broadcast](Witness%20History,%20UK%20Sikhs%20Fight%20For%20Religious%20Rights%20–%20BBC%20World%20service) 2. In pairs/groups, write key points/mind map in response to the aspects in the specification – difficulties encountered, adoption of Sunday and development of gurdwara as a social centre. | Gurharpal Singh & Darshan Singh Tatla, Sikhs in Britain: The Making of a Community (Paperback) ISBN:9781842777176.  <https://britishsikhreport.org/>  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) | Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding.    Assess individual learner’s level of knowledge /understanding  through their research into the named aspects of the specification. | Consider the following questions in the context of discussion in lesson -  Is secularisation a problem for Sikhism?  2. What evidence is there to suggest that secularisation has led to a growth in a more  aggressive fundamental form of Sikhism?  3. How has secularisation led to more inter-faith projects and are they effective?  4. What evidence is there of the continuing vitality of Sikhism?  5. Should we differentiate between personal and institutional religion in the context of  secularisation? | |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **24** | **Conflict of traditional**  **Sikh values with popular culture.** | 1. Ask students to read [this article](https://warwick.ac.uk/services/equalops/a-z/guide_to_sikhism_in_he.pdf)   and listen to this [BBC broadcast](https://www.bbc.co.uk/sounds/play/p03bh1pg)   1. Ask students to make a list of various aspects of popular culture that could conflict with Sikh values and explain why. 2. Students to create article or blog on the difficulties of following a Sikh lifestyle in Britain today. 3. Class discussion on (b). | Agnihotri, R.K. (1987), Crises of Identity: Sikhs in England, Bahri Publications, ISBN: 9788170340737.  Barrier, N.G. (1989) and Dusenbury, V.A. eds., The Sikh Diaspora. Delhi, Chanayaka, ISBN:9780945921059  Bhachu, Parminder (1985), Twice Migrants: East African Sikh Settlers in Britain: Tavistock, ISBN:9780422789202.  Helweg, A. W. (1980), Sikhs in England: The Development of a Migrant Community, Oxford University Press, ISBN:9780195611502.  Kalsi, Sewa Singh (1992), The Evolution of the Sikh Community in Britain, University of Leeds, ISBN:9781871363036.  <https://britishsikhreport.org/> | Produce a table explaining the difficulties and opportunities associated with being a Sikh in Britain’s secular society today.  Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding.    Assess individual learner’s level of knowledge /understanding through their work on difficulties of following a Sikh lifestyle in Britain today.  Assess readiness of learners for the examination via their notes/ knowledge and understanding. | How does a modern Sikh living in the UK unite these different beliefs? |

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| **Theme 3: Significant social and historical developments in religious thought** | | | | | |
| **F: The challenges of being a religious and ethnic minority in Britain with reference to miri and piri:** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **25** | **Origins of concept of miri (temporal) and piri (spiritual); wearing of the kirpan.** | Students to research background of the concept and write notes using the websites provided opposite. | [A SikhiWiki Article on miri and piri](https://www.sikhiwiki.org/index.php/Miri_and_Piri)  [An article on “The Sikh Institutions : Miri Piri” from AllAboutSikhs.com](https://www.allaboutsikhs.com/sikh-institutions/the-sikh-institutions-miri-piri)  **Other useful resources:**  [www.sikh.org](http://www.sikh.org)  [www.sikhnet.com](http://www.sikhnet.com)  [www.wahegurunet.com](http://www.wahegurunet.com) | Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding.    Assess individual learner’s level of understanding /knowledge through their work on difficulties of following a Sikh lifestyle in Britain today  Homework – Compare miri and piri in terms of importance in a Sikh’s life today. | Research concept using relevant websites. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **26** | **development of teg and deg – sword and cooking pot; Sikh liberationist thinking as defending the poor and oppressed;** | 1. Share the following article with the students -   <https://www.sikhiwiki.org/index.php/Degh_Tegh>   1. Students to make notes on the concept of teg and deg and to compare how they are related to each other. 2. Share [this article](https://www.sikhsangat.com/index.php?/topic/17602-degh-tegh-fateh-leads-humanity-to-ultimate-victory/) 3. In pairs students to discuss the influence of teg and deg on Sikh attitudes towards those in need. 4. Each pair to give a 2 minutes presentation to the rest of the class. 5. Class to then pool their resources. | [www.sikh.org](http://www.sikh.org)  [www.sikhnet.com](http://www.sikhnet.com)  [www.wahegurunet.com](http://www.wahegurunet.com)  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) | Create an essay plan focusing on the A02 requirement of: Relevance and practicality of Sikh attitudes to wealth and poverty in today’s world.  Monitor group discussion to note learners’ level of knowledge and understanding. | Continue to research concept using relevant websites and books in the resources section. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **27** | **Practical implications of concept of protecting the oppressed and feeding the hungry,** **material and spiritual needs;** | 1. Students to research how Sikhs react to the practical implications of the concepts studied. 2. In pairs students to focus on different aspects of how these concepts are expressed. 2 minutes presentation to rest of class. 3. Pool resources. 4. Use resources to plan an AO2 essay – ‘Sikh attitudes to defending the poor and oppressed are not relevant/practical in today’s world.’ | [Traditions of giving in Sikhism by Indarjit Sing as featured in Alliance magazine.](https://www.alliancemagazine.org/analysis/traditions-of-giving-in-sikhism/%20-)  [An article in the South China Post by Yonden Lhatoo about ‘How Sikhs are fighting bigotry with bread around the world’.](https://www.scmp.com/comment/insight-opinion/article/2038712/how-sikhs-are-fighting-bigotry-bread-around-world)  [A group of Sikhs in the USA who serve food and protect the rights of those in their community.](https://www.deghtegh.com/)  [Website of the Midland Langar Seva Society – who provide hot food and drink to those living on the street, schools, safe houses and those on the poverty line](https://www.midlandlangarseva.org/)  [An article from Wales Online about how Sikhs living in Cardiff help those in need in their local community.](https://www.walesonline.co.uk/news/wales-news/sikhs-heart-cardiff-community-work-17727132)  **Other useful resources:**  [www.sikh.org](http://www.sikh.org)[www.sikhnet.com](http://www.sikhnet.com)  [www.wahegurunet.com](http://www.wahegurunet.com) | Create a revision document to aid other A level students if they are revising Theme 2. It can be a poster, booklet, PowerPoint, film or other document.  It must include:  key vocabulary, reference to specification scholars and different viewpoints. AO1/AO2 | See Activity (a) |

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| **Theme 4: Religious practices that shape religious identity** | | | | | |
| **D: The status and importance of Rahit Maryada and Rahit Namas:** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **28** | **Origins of the Rahit Maryada; relationship between Rahit Maryada and Rahit Namas.** | 1. Share specification content with students. 2. Personal research in response to AO1 essay:   “Explain the importance of the key principles of Rahit Maryada for Sikhs.” (A level SAMs)   1. Create Venn diagram on the relationship between Rahit Maryada and Rahit Namas.   Class discussion on how they relate to each other. | Jhutti-Johal, Jaqbir (2011), Sikhism Today, Continuum, ISBN:9781847062727.  Singh, Harjinder (2016), Sikh Code of Conduct, Akaal Publishers, ISBN:0955458706.  [An article from AllaboutSikhs.com on Sikh Rehat Maryada: The Code of Sikh Conduct](https://www.allaboutsikhs.com/sikh-rehat-maryada/sikh-rehat-maryadathe-code-of-sikh-conduct%20-)  [An article from SikhiWiki on Reha Maryada](https://www.sikhiwiki.org/index.php/Rehat_Maryada)  [An article from Sikks.org on Reha Maryada](https://www.sikhs.org/rehit.htm)  [An article from SikhiWiki on Rehit Nama](https://www.sikhiwiki.org/index.php/Rehit_Nama)  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) | Students to attempt the AO1 essay:  “Explain the importance of the key principles of Rahit Maryada for Sikhs.”  (A level SAMs)  Focus on use of technical terminology to gauge learners’ levels of knowledge/understanding.    Assess individual learner’s level of knowledge/ understanding  through their work. | Research and make notes on Rahit Maryada and Rahit Nemas -  <https://www.sikhnet.com/> |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **29** | **relationship between values, principles and practices - influence on personal life and relationship with God and establishment of distinctive Sikh practices; organisation of practices in the gurdwara;** | 1. Share the following reference with the students:   <https://www.sikhs.org/rehit.htm>   1. Split class into pairs or groups and give each a different aspect of the specification concerning the influence of the Rahit Maryada. 2. Each group to prepare a presentation with notes on the aspect given. | Singh, Manvir et al. (2020), Sikh Rehat Maryada: History, Guiding Principles and a Contextual Translation, Namastwang Publishers, ISBN:9781912232000. | Test on 10 key terms. Assess individual learners’ level of knowledge/  understanding through their work | Read over the notes from previous lesson |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **30** | **importance**  **in terms of beliefs and conduct and influence on Sikh identity – definition of Sikhs and non-Sikhs**  **and influence on uniformity of Sikh practice worldwide; interpretation and reform – self-discipline;** | 1. Begin with quick quiz on the topics covered in Theme 4D thus far. 2. Share the following reference with the students:   <https://www.sikhs.org/rehit.htm>   1. Split class into pairs or groups and give each a different aspect of the specification concerning the influence of the Rahit Maryada. 2. Each group to prepare a presentation with notes on the aspect given. |  | Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding.    Assess individual learner’s level of knowledge/  understanding. | Read the following articles:  <https://www.allaboutsikhs.com/sikh-rehat-maryada/sikh-rehat-maryadathe-code-of-sikh-conduct>  <https://www.sikhiwiki.org/index.php/Rehit_Nama> |

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| **Theme 4: Religious practices that shape religious identity** | | | | | |
| **E: Philosophical understandings of the nature of God and religious experience found in the names of God** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **31** | **Quintessence of Sikh spirituality and the practice of Naam Japo (true name of God).** | 1. Split the students into 2 groups, providing them with a large piece of paper.   Group 1 must write as much as they know of Naam Japo from Theme 2E.  Group 2 must write as much as they know of the other two pillars of Sikhism – Kirat Karo and Vand Chhako.   1. After they have written down everything make them swap the sheets and see if they can add any more information on the other groups sheet. 2. Students to make detailed notes on Naam Japo.   Discuss the importance of the three pillars in the context of Sikh spirituality. | [An article from SikhiWiki on Naam Japo](https://www.sikhiwiki.org/index.php/Naam_japo-)  [An article from Sikhnet on Naam Japo](https://www.sikhnet.com/news/naam-japo-meditation-prayer-and-its-purpose)  [An article on “The nature of God in Sikhism” by Ranvir Singh from REOnline](https://www.reonline.org.uk/concepts-of-god-and-the-ultimate/the-nature-of-god-in-sikhism-ranvir-singh/%20-)  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) | Assess individual learner’s knowledge/  understanding through their position statements.    Focus on use of technical terminology to gauge learners’ levels of knowledge/  understanding    Assess individual learner’s levels of knowledge/  Understanding. | Research concept using relevant websites and books in the Resources Section. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **32** | **Naam as a controlling force, attributes of naam,** | 1. Share the following reference with students: <https://www.sikhs.org/art2.htm> 2. Students to undertake personal research on the attributes of Naam and its importance in Sikhism and in the spiritual lives of Sikhs. |  |  | Focus on personal research undertaken in lesson and complete. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **33** | **the 5 Shabads (God as word) and the 5 Khands (five stages of spiritual progress leading to the Ultimate Truth).** | 1. Create a revision document to aid other A-level students to help them revise the 5 Shabads and the 5 Khands.   It can be a poster, booklet, PowerPoint, video (see Flipgrid.com) or another document.  It must include key vocabulary and reference to specification.   1. Students to present revision aids to rest of class. | [A forum discussion on the 5 Shabads.](https://www.sikhphilosophy.net/threads/what-actually-are-these-panch-shabad.39657/)  [Information from Sikhiwiki on the Shabads](https://www.sikhiwiki.org/index.php/Guru_Granth_Sahib)  [Quizlet cards on the 5 Khands](https://quizlet.com/gb/400970178/them-4-5-khands-flash-cards/).  [Information from Sikhiwiki on the 5 Khands](https://www.sikhiwiki.org/index.php/Five_Khands)  [An article on the 5 Khands in Japji Sahib on Sikhnet.com](https://www.sikhnet.com/news/five-khands-japji-sahib)  [An article on the concept of Naam, which covers the 5 Shabads and the 5 Khands from Wahergurunet.com](https://wahegurunet.com/name-of-gods) |  |  |

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| **Theme 4: Religious practices that shape religious identity** | | | | | |
| **F: Sikhism and bioethics – infertility:** | | | | | |
| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **34** | **Sikh teaching and concepts;** | 1. Mindmap reasons why having children is important in Sikhism. 2. Watch the video below:   [https://www.youtube.com/watch?v=AH\_fKIkOSPM](https://protect-eu.mimecast.com/s/EPFqCOywKIpJLVBIEtwtE?domain=youtube.com)   * + discuss the process and how IVF could go against Sikh teaching  1. Make sure students understand the key ideas of AID, AIH, ET & Surrogacy. 2. Looking at each of the ethical problems above, from a Sikh viewpoint, how clear is the guidance given? | [An article from Bionews which includes Sikh views on fertility.](https://www.bionews.org.uk/page_90922)  <https://www.deyeshigh.co.uk/wp-content/uploads/2020/04/Y9-RE-5-Medical-Ethics-KO.pdf> - a summary of key terms and some Sikh views.    <https://www.nhs.uk/conditions/ivf/what-happens/> - NHS explaining the process of IVF  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC80253/> - an article about Bioethics considering a Hindu and Sikh perspective.  <http://www.iuscanada.com/journal/archives/2005/j0701p35.pdf> - an article on the importance of virtues in Sikh ethics by Dr Jodh Singh.  Chahal, D.S. (2009) - Sikh Perspectives on Bio-Ethics found in Religious Perspectives on Bioethics (Annals of Bioethics) edited by M. Cherry, Routledge, ISBN:0415544130  Cole, W. Owen (2004), Understanding Sikhism, Dunedin Academic Press, ISBN:9781903765159  Singer Peter, A. (2008), The Cambridge Textbook of Bioethics, Cambridge University Press, ISNBN:9780521694438 | Why are bioethics so important? Think about the social and historical limitations of Sikh ethical teachings you have studied. AO2 | Flip learning – research Sikh teaching on bioethics and make notes on main points. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **35** | **consideration of the views of Sikh scholars –**  **D.S. Chahal;**  **Dr Jodh Singh**  **W. O. Cole (as a scholar outside the Sikh faith).** | 1. Read this [article about IVF from Dr Jodh Singh](http://www.iuscanada.com/journal/archives/2005/j0701p35.pdf). 2. Write down the key points. Analyse and evaluate his views. 3. Flip learning - Read   Chahal, D.S. (2009) - Sikh Perspectives on Bio-Ethics found in Religious Perspectives on Bioethics (Annals of Bioethics) edited by M. Cherry, Routledge, ISBN:0415544130  Analyse and evaluate his views.   1. Read appropriate extracts from   Owen W. Cole (2004), Understanding Sikhism, Dunedin Academic Press, ISBN:9781903765159  Analyse and evaluate his views. | Chahal, D.S. (2009) - Sikh Perspectives on Bio-Ethics found in Religious Perspectives on Bioethics (Annals of Bioethics) edited by M. Cherry, Routledge, ISBN:0415544130  Cole, W. Owen (2004), Understanding Sikhism, Dunedin Academic Press, ISBN:9781903765159  [An article on the importance of virtues in Sikh ethics by Dr Jodh Singh](http://www.iuscanada.com/journal/archives/2005/j0701p35.pdf)  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) | Produce a Mark scheme for focusing on 2 areas. Sikh teachings on Bioethics. AO1    Is IVF compatible with Sikh teaching? AO2 essay. | Revise key points from lesson on Sikh teaching on bioethics. |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **36** | **Comparison of their views on ‘Assisted**  **Reproductive Technology’ - IVF, sperm donation and embryonic transfer.** | 1. Split the class into groups or pairs and give a different aspect to each one. 2. Compare and contrast the views of the scholars studied and present findings to rest of the class. 3. Pool resources in terms of notes produced. 4. Produce a Mark scheme for focusing on two areas. Sikh teachings on Bioethics. AO1 5. Class discussion on following two AO2 issues: 6. The effectiveness of Sikh ethical teachings you have studied as a guide for living. 7. Is IVF compatible with Sikh teaching? AO2   Cross links – explain are Sikh views on bioethics similar to those from: Virtue Ethics, Situation Ethics, Utilitarianism, Proportionalism, Natural Law, etc. | Chahal, D.S. (2009) - Sikh Perspectives on Bio-Ethics found in Religious Perspectives on Bioethics (Annals of Bioethics) edited by M. Cherry, Routledge, ISBN:0415544130  [**Eduqas AO2 guidance**](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_int-15/eduqas/Component%201%20%28A%20Level%29%20Sikhism%20%20%28Yr%202%29%20%E2%80%93%20AO2%20supporting%20resources.pdf) |  | Revision for a Mock exam |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **37.** |  | Mock Exam - under timed exam conditions. Use the SAMS or Past Papers for the mock exam. |  | Full specification [here](https://www.eduqas.co.uk/media/i4tjifbc/eduqas-a-level-religious-studies-spec-from-2016-e-11-06-2020-1.pdf):  SAMs are available [here](https://www.eduqas.co.uk/media/lgunsitd/wjec-eduqas-a-level-religious-studies-sams-from-2016.pdf):  Past Papers are available [here](https://www.eduqas.co.uk/qualifications/religious-studies-as-a-level/#tab_pastpapers): |  |

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| **Lesson** | **Specification Detail** | **Activities** | **Resources** | **Assessment** | **Independent Learning** |
| **38** |  | Exam preparation | Look at all Themes within [A level Sikhism](https://www.eduqas.co.uk/media/i4tjifbc/eduqas-a-level-religious-studies-spec-from-2016-e-11-06-2020-1.pdf)  and consider possible cross links between Sikhism and the other two Components - Philosophy and Ethics. |  |  |