

KEVICC KS3 Curriculum:	Subject: RPE	Key terms and vocabulary.
Year: 7 Term: Summer	Topic: Sikhism – Should Amanpreet and Tanvir become Amritdhari (Khalsa) Sikh?	<i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i>
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>This topic explores the Sikh religion, focusing specifically on what it means for a believer to commit to their faith, the role of community within religion and the idea of sewa (service to others), as well as looking at identity and belonging and the challenges of belonging to a minority religion in the UK:</p> <p>Essential knowledge</p> <ul style="list-style-type: none"> • Origins of the Sikh religion • The role of the Gurus – who they are, what they did, their impact • The origins of the Khalsa • What it means to join the khalsa – impact on individual; idea of religious commitment • Concept of identity and belonging, as seen through becoming Amritdhari and the challenges of being a British Sikh • The importance of community within Sikhism • The concept of sewa and how this is seen in Sikhism – including the role of the Gurdwara, langar, charity, work in the community <p>Students will develop their knowledge through: exploring the origins of the Sikh religion and the core beliefs of Sikhs; they will consider how faith is put into action; evaluating the importance of different aspects of religious practice in the life of the believer and the challenges that some believers face; reflecting on their own and others' personal responses, beliefs and ideas</p>		<ul style="list-style-type: none"> • Sikh • Sikhi • Sikhism • Guru • Amrit • Amritdhari • Khalsa • Kaur • Singh • Sewa • Langar • Commitment • Devotion • Community • Identity
<p>What prior learning supports understanding of this content?</p> <p>Building on knowledge and concepts developed in through the Ninan Smart scheme of learning in the Autumn term by looking in-depth at different aspects of a specific religion. Also linking to the Ethics topic by examining faith in action.</p>	<p>How does this content link to future learning?</p> <p>Builds foundational understanding of how faith impacts on the life of a believer in terms of everyday practice and commitment, also the role of ritual and the importance of community – these themes are repeated in other schemes focusing on specific religions and also form 50% of GCSE content – Beliefs, teachings and practices</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Various activities entail students reading texts and picking out key information E.G. reading about the formation of the Khalsa, reading the advice to Amanpreet and Tanvir, exploring and responding to a work of art.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Regular note taking. Short answers to reflective questions. 12-mark evaluative essay, which will be planned together in class.</p>	
<p>Key assessments:</p> <p><i>How will students review the information learned?</i> <i>How will feedback be seen?</i></p> <p>End of topic assessment question: Should Amanpreet and Tanvir become Amritdhari (Khalsa) Sikh? Planning sheet; self/peer/teacher assessment feedback sheet with pupil responding in purple pen.</p> <p>Mid-topic assessment: Evaluation question: 'Which Guru did the Most?'</p> <p>Further assessment questions and recap sheets will be used throughout the topic along with verbal feedback, including creative writing task on Vaisakhi 1699.</p>		