

# Sikh Dharam

## Key Stage 1

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Recognise that some books are special
- Recognise that the **Guru Granth Sahib** is a special book for **Sikhs**

#### Suggested areas of study

- Identify which books are special to them and why
  - Recognise that special books are often handled and looked after in a special way
- Find out/hear about the **Guru Granth Sahib** and ask questions about it eg
  - What is it?
  - Where is it kept?
  - Who reads it?
  - Why is it important?

#### Links and suggested activities

- Bring in their special books (teacher's too) and display them
- Look at videos, posters and photographs to show a **Gurdwara** and **Guru Granth Sahib**, discuss / explain what they have seen
  - Visit a **Gurdwara** and see the **Guru Granth Sahib** and hear about some of the ways it is used by **Sikhs**

#### Skills and attitudes

- Expression
- Interpretation
- P4C
- Appreciation and wonder
- Understanding of a different faith

#### Cross curricular links

- English
- PSHE

#### Websites and Publications

- Useful Sikh websites (KS1, 2 and 3) please see page 202
- Useful Sikh publications (KS1, 2 and 3) please see page 203
- Acronyms used within this section – please see page 203

# Sikh Dharam

## Key Stage 1

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Recognise that:
  - The **Gurdwara** is a special place for **Sikhs**
  - The **Gurdwara** is a place of worship

#### Suggested areas of study

- Learn that the **Gurdwara** is a special place where **Sikhs** go to worship. It is the home of the special book **Guru Granth Sahib**.
  - Consider how to behave in a place of worship – quiet, respect, and reverence

#### Links and suggested activities

- Look at a wide variety of pictorial representations of **Gurdwaras** eg
  - Virtual tour
  - Video
  - Photographs
  - Posters
  - Noting their sculpture structure, colour and symbolism
  - Hear basic rules for visiting **Gurdwaras**.
  - Visit a **Gurdwara**.
  - See pictures of **Sikhs** worshipping at the **Gurdwara** and ask questions about the worship

#### Skills and attitudes

- Investigation
- P4C
- Understanding of a different faith

#### Cross curricular links

- English
- Art
- PSHE

# Sikh Dharam

## Key Stage 1

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Identify some outward signs of belonging from their own lives
- Show awareness of some of the outward signs of belonging to the **Sikh** faith
- Identify some **Sikh** values such as treating people equally, serving others, being devoted to God
- Show awareness that some community celebrations are an expression of faith eg **Sikh** wedding ceremony - **Anand Karaj** or other festival

#### Suggested areas of study

- Think about some 'outward signs' that they 'belong' eg a school uniform, badges of clubs, football strips
- Learn about some of the key features of the Sikh Dharam which involve 'outward signs'
  - Naming ceremony
  - Worshipping together in the **Gurdwara**
  - Sharing the meal together in **Langar**
  - Special clothes eg the **Panj Kakke** (5k's) and the turban
  - Celebrating festivals
  - **Karah Parshad** (special food)
- Find out about **Sikh** 'Rules of Life':
  - Sharing
  - Serving others
- Learn about a **Sikh** family celebration eg a wedding (**Anand Karaj**)

#### Links and suggested activities

- List the places they 'belong' to and talk about ways in which this is shown. Talk about other special outward signs eg football teams
- Look at pictures, videos etc of **Sikh** dress and **Sikh** worship
  - Invite a **Sikh** visitor into school to show clothes and how to tie a turban
  - Make **Karah Parshad**.
  - Prepare and eat a special 'meal' sharing it with others e.g. parents, classmates, elderly
- Discuss ways they can share with each other – and how they can do things for other people
- Watch a video about **Anand Karaj** (a Sikh wedding) or interview a **Sikh** visitor about their wedding
  - Talk about times when they have celebrated with others, as part of a family or other group. Talk about why celebrations are often public, rather than private, and about how it feels to belong

#### Skills and attitudes

- Investigation
- Interpretation
- P4C
- British Values
- Understanding of a different faith

#### Cross curricular links

- English
- PSHE
- Design and Technology
- Citizenship



# Sikh Dharam

## Key Stage 1

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Recognise that 'special days' are often celebrated and identify some of their own special days
  - Recognise that all religions celebrate special days
- Show awareness of some **Sikh** celebrations and respond thoughtfully to these eg **Diwali** and **Guru Nanak's** birthday

#### Suggested areas of study

- Discuss what celebration means and:
  - What we celebrate?
  - Why we celebrate?
  - How we celebrate?
- Explore what happens at **Diwali** and **Guru Nanak's** birthday and explain why they are important for **Sikhs**.

#### Links and suggested activities

- Refer to their own experience of celebrations:
  - Clothes
  - Food
  - Preparations
- Listen to **Sikh** stories about **Diwali** and **Guru Nanak's** birthday and look at pictures/watch a video showing **Sikh** people celebrating these times
  - Invite a **Sikh** visitor and talk to him/her about their special times

#### Skills and attitudes

- Expression
- Interpretation
- Investigation
- Awe and wonder
- Understanding of a different faith

#### Cross curricular links

- English
- PSHE
- Art

# Sikh Dharam

## Key Stage 1

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Identify people in their own lives who are important
- Begin to recognise the effect the ten **Gurus** have on the way that **Sikhs** live their lives
- Show awareness that for **Sikhs** the **Gurus** are special

#### Suggested areas of study

- Identify people who are special in the:
  - Family
  - Community
  - School
- Learn about the ten **Gurus** and some **Sikh** stories connected to them
- Think about why these **Gurus** matter to **Sikhs**

#### Links and suggested activities

- Respond through talk, pictures, role-play their understanding of 'special people'
- Hear special stories from the lives of the **Gurus** e.g.
  - **Guru Har Gobind**: the story of **Diwali**, the **Guru** and his cloak
  - **Bhai Khanaya**: showing concern for all humanity
  - **Guru Arjan**: compiled the holy book
  - Look at pictorial representations of the 10 **Gurus**
  - Hear the story of **Guru Nanak** and talk about his importance
- Talk about how **Sikhs** (and themselves) can learn from the **Gurus** e.g. how do they show people how to live good lives, by setting a good example?

#### Skills and attitudes

- Investigation
- Evaluation
- Commitment
- P4C
- Understanding of a different faith

#### Cross curricular links

- English
- Drama
- PSHE

# Sikh Dharam

## Key Stage 1

### Key Question 6: How do I and others feel about life and the universe around us?

Most pupils will be expected to:	Suggested areas of study	Links and suggested activities
<ul style="list-style-type: none"> <li>Show awareness of some values which are central to a <b>Sikh</b> world-view e.g. defending the faith and the helpless</li> <li>Show awareness of the importance of remembering the words of significant people</li> <li>Identify times in their own experience when they have defended / helped someone or something, or been defended / helped</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the role of the <b>Khalsa</b> to protect</li> <li>Learn about how different <b>Gurus</b> have protected and helped others</li> <li>Make links between these <b>Sikh</b> values and times in their own lives when they have protected or helped others, or when others have helped and protected them</li> </ul>	<ul style="list-style-type: none"> <li>Hear stories about the founding of the <b>Khalsa</b> to defend the faith and to stand up for those who could not defend themselves. Look at the <b>Panj Kakke</b> (5k's) and at how they remind <b>Sikhs</b> of these ideas today eg the dagger reminds them not to let injustices happen, and the shorts remind them of the importance of freedom and of protecting the vulnerable</li> <li>Hear some <b>Sikh</b> stories about <b>Gurus</b> who have fought to protect others, or fought for a just cause e.g.: <ul style="list-style-type: none"> <li><b>Guru Har Rai</b> set up a dispensary to give free medicine to the sick</li> <li><b>Guru Tegh Bahadur</b> and <b>Guru Arjan</b> were martyred</li> </ul> </li> <li>Talk about how to look after and protect those who may need help e.g. younger children, animals, the poor etc. <ul style="list-style-type: none"> <li>Talk about times when they have felt the need to stand up for someone else, or for themselves. Talk about different ways of doing this, violent and non-violent</li> </ul> </li> </ul>

#### Skills and attitudes

- Investigation
- Awe and wonder
- P4C
- Understanding of a different faith

#### Cross curricular links

- English
- PSHE
- SMSC

# Sikh Dharam

## Key Stage 2

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Recognise that **Guru Granth Sahib** (collection of **Sikh** scriptures) are the sacred 'words' for **Sikhs**

#### Suggested areas of study

- Describe the development from oral tradition to written, learn about the:
  - Fifth **Guru Arjan**, who compiled the holy book, built the **Golden Temple** and was the first **Sikh** martyr
- Discover that this is the holy book for **Sikhs**, treated as a living **Guru**
  - How is it treated by Sikhs?

#### Links and suggested activities

- Write a biography of **Guru Arjan**
- Describe how the Holy Book is treated by Sikhs

#### Skills and attitudes

- Investigation
- Expression
- Interpretation
- P4C
- Understanding of a different faith

#### Cross curricular links

- English
- History
- PSHE

#### Websites and Publications

- Useful Sikh websites (KS1, 2 and 3) please see page 207
- Useful Sikh publications (KS1, 2 and 3) please see page 203
- Acronyms used within this section – please see page 203

# Sikh Dharam

## Key Stage 2

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Recognise the importance of the **Gurdwara** in the life of the **Sikh** community
- Use religious language to describe some **Sikh** worship activities and artefacts
- Begin to recognise why some places are special, e.g. the **Golden Temple** in **Amritsar** and the five **Takhts**, which are linked with the **Gurus**, to the world-wide **Sikh** community and why
- Recognise and describe how **Sikhs** aspire to make a pilgrimage to the **Golden Temple** and/or one of the five **Takhts**, at least once in their lifetime

#### Suggested areas of study

- Describe a **Gurdwara** – ‘House of the **Guru**’, using photographs and videos to find out:
  - What happens there?
  - Recognise different sections / features
- Find out about how worship is carried out in the **Gurdwara**, involving:
  - Hymns
  - Prayers
  - Preparations (removing shoes, covering head ...)
  - Reading from the **Guru Granth Sahib**
- Explore why the five **Takhts** are important and where they are
- Investigate why **Sikhs** place value on pilgrimages to the **Golden Temple**

#### Links and suggested activities

- Visit a **Gurdwara**.
  - Discuss the **Sikh** practice of service to others (represented by the **Langar** [kitchen] attached to a **Gurdwara** serving free food to anyone who needs it)
- Listen to **Sikh** music. Report orally:
  - How do **Sikhs** worship in the **Gurdwara**?
- Locate places on a map and label the five **Takhts** and why they are significant for **Sikhs**:
  - **Amritsar**
  - **Anandpur**
  - **Nanded**
  - **Patna**
  - **Nankana Sahib (Tahwandi Sabo)**
- Look at photographs and videos to find out about the **Golden Temple**, so that they can describe its importance to **Sikhs**
  - Use ICT to discover the difference between ‘regular’ **Gurdwara** and the **Golden Temple**. Present findings as:
    - a PowerPoint presentation
    - a table
    - a brochure
    - a poster

#### Skills and attitudes

- Investigation
- Evaluation
- Understanding of a different faith

#### Cross curricular links

- English
- Art
- ICT
- Geography
- Music
- PSHE



# Sikh Dharam

## Key Stage 2

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Recognise the **Sikh** statement of belief – '**Ik Onkar**'. There is only one God, Supreme Truth, Creator of all things'
- Describe the outward signs and symbols used to express belonging to the **Sikh** faith
- Know about the **Sikh** values of: sharing; service; earning one's living by honest means (**Kirat Karna**); acceptance of God's will; equality of gender, race and creed
- Begin to recognise that community gatherings can be an expression of faith

#### Suggested areas of study

- Find out about **Sikh** beliefs about God
- Find out about the **Panj Kakke** (5k's):
  - **Kesh** (uncut hair)
  - **Kangha** (comb)
  - **Kara** (steel wrist band)
  - **Kachera** (short trousers)
  - **Kirpan** (sword)
  - Explore what each represents and why it is worn, and about the founding of the **Khalsa**
- Recognise some **Sikh** prohibitions; not eating ritually slaughtered meat; tobacco, alcohol, drugs
- Look at areas of community service by **Sikhs**
- Discover that **Sikhs** believe the **Gurdwara** is open to all and **Langar** Savaar (worship) means sharing food with others

#### Links and suggested activities

- Create artistic representations of some **Sikh** beliefs about God, including different names/titles of God for display
- Investigate the symbols many **Sikhs** wear and what they represent
  - Why are they important?
  - Are they respected in the local community?
  - Interview a **Sikh** about their beliefs and the signs and symbols they use, and link this information to beliefs, signs and symbols in their own lives
- Discuss what prohibitions they should have in their own lifestyles and why. How do these compare with the **Sikh's**?
- Write and decorate menus/recipes for a **Sikh** friend.
  - Visit a **Gurdwara** and find out about the **Langar**

#### Skills and attitudes

- Understanding
- Expression
- Investigation
- Commitment
- British Values
- P4C
- Understanding of a different faith

#### Cross curricular links

- PSHE
- English
- Art
- Citizenship

# Sikh Dharam

## Key Stage 2

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Recognise and describe some 'special' **Sikh** ceremonies
- Recognise and describe the **Sikh** holy days – **Gurpurbs** and **Melas**

#### Suggested areas of study

- Describe the meaning of the word ceremonies and list those they know (from any faith). Investigate the **Sikh** ceremonies:
  - Naming
  - **Amrit**
  - Marriage
  - Death
- Discover the traditions for marking:
  - The birthdays of **Guru Nanak** and **Guru Gobind Singh**
  - The martyrdom of **Guru Arjan** and **Guru Tegh Bahadur**
  - **Baisakhi**
  - **Diwali**

#### Links and suggested activities

- Talk about recent celebrations of their own eg a birthday. Describe the similarities and differences between this celebration and a religious celebration
  - Find out how **Sikhs** celebrate festivals and ceremonies and make some of the artefacts connected with them for display
- Design a poster to illustrate the significance of a **Sikh** festival/Holy Day

#### Skills and attitudes

- Investigation
- Understanding of a different faith

#### Cross curricular links

- Art
- English
- PSHE
- DT

# Sikh Dharam

## Key Stage 2

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Recognise some of the stories about the ten **Gurus**
- Describe why the **Gurus** are important to **Sikhs** and what kind of examples they set
- Make links with people they find inspiring

#### Suggested areas of study

- Research the ten **Gurus** and feedback through – written, oral or dramatic representation:
  - **Guru Nanak**: the founder
  - **Guru Arjan**: the first **Sikh** martyr
  - **Guru Har Gobind**: remembered at Diwali for helping to have prisoners released
  - **Guru Tegh Bahadur**: also martyred
- Explore and investigate how the **Gurus**' stories teach and inspire **Sikhs**
- Describe the qualities they would look for in an inspiring leader or role model and link this with **Sikh** responses to stories about the ten **Gurus**

#### Links and suggested activities

- Read or watch a video about the ten **Gurus** and respond in a variety of creative ways eg:
  - Oral or written news reports
  - Drama
  - Re-enact key moments.
  - Artwork
- Discuss martyrdom
  - Is there anything they consider worth dying for? Why?
- Talk about the people they find inspiring, and what special qualities they have, making links with the qualities of some of the **Gurus**

#### Skills and attitudes

- Investigation
- Interpretation
- P4C
- SMSC
- Understanding of a different faith

#### Cross curricular links

- English
- Drama
- PSHE
- Art

# Sikh Dharam

## Key Stage 2

### Key Question 6: How do I and others feel about life and the universe around us?

<p><b>Most pupils will be expected to:</b></p> <ul style="list-style-type: none"><li>• Describe some <b>Sikh</b> beliefs and teachings about equality, tolerance and service</li><li>• Be aware of shared rights and responsibilities</li><li>• Be aware of injustice between nations</li></ul>	<p><b>Suggested areas of study</b></p> <ul style="list-style-type: none"><li>• Learn about these dimensions of a <b>Sikh</b> life:<ul style="list-style-type: none"><li>– Nam Japna</li><li>– <b>Kirat Karni</b></li><li>– <b>Vand Chhakna</b></li></ul></li><li>• Examine different rules in various contexts eg school, sports, board-games</li><li>• Look at global events and campaigns:<ul style="list-style-type: none"><li>– Live Aid/Live 8</li><li>– The Trade Justice Movement</li><li>– Make Poverty History Campaign</li><li>– Climate Change Campaign (Greta Thunberg)</li></ul></li></ul>	<p><b>Links and suggested activities</b></p> <ul style="list-style-type: none"><li>• Read stories about <b>Guru Nanak's</b> trip to the market, the two villages (equality) and Maharaja <b>Ranjit-Singh</b> (tolerance and equality), <b>Bhai Kanahya</b> (equality, service and tolerance)</li><li>• Create artwork or drama presentations of stories (<b>NB</b>. No one should portray the <b>Guru</b> – but they may read his words)</li><li>• Discuss ways in which they themselves might serve others:<ul style="list-style-type: none"><li>– Individually.</li><li>– As a class</li><li>– As a school</li><li>– Locally</li><li>– Globally</li></ul></li><li>• Investigate global examples of equality and inequality e.g. the Fair-Trade movement, and discuss how a <b>Sikh</b> might respond to both the issues and some of the work which people are doing in this area</li></ul>
<p><b>Skills and attitudes</b></p> <ul style="list-style-type: none"><li>• Investigation</li><li>• Analysis</li><li>• P4C</li><li>• Understanding of a different faith</li><li>• British Values</li></ul>		<p><b>Cross curricular links</b></p> <ul style="list-style-type: none"><li>• Drama</li><li>• Art</li><li>• English</li><li>• PSHE</li></ul>

# Sikh Dharam

## Key Stage 3

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Demonstrate understanding of how and why the **Guru Granth Sahib** is given the same significance as a human **Guru**
- Describe and explain the impact of the **Guru Granth Sahib** on **Sikhs** today
- Read and think about the **Mool Mantar** and the way it describes beliefs about God

#### Suggested areas of study

- Research how the **Guru Granth Sahib** is treated

#### Links and suggested activities

- Sikh links with the teachings of Muslims and Hindus. (Use [www.sikhs.org](http://www.sikhs.org) to investigate and analyse)
- Diary account of a story of **Guru Nanak** (as seen by one of his followers)
- Conversation with a **Sikh** about the compiling of the **Guru Granth Sahib**
- Leaflet/poster explaining to non-Sikhs how the **Guru Granth Sahib** is to be treated and why
- Speech to persuade the people **Guru Nanak** met that God is without enmity, and they should be too
- Explanation and persuasion based on the story of the founding of the **Khalsa**

#### Skills and attitudes

- Investigation
- Understanding
- Evaluation
- Philosophy

#### Cross curricular links

- English
- ICT
- PSHE

#### Websites and Publications

- Useful Sikh websites (KS1, 2 and 3) please see page 202
- Useful Sikh publications (KS1, 2 and 3) please see page 203
- Acronyms used within this section – please see page 203

# Sikh Dharam

## Key Stage 3

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Analyse the key role played by the **Gurdwara** in the life of a **Sikh**
  - Be aware of the role played by a **Sikh Granthi** and identify the qualities that would be needed to fulfil this role effectively
- Evaluate the importance of historically significant **Gurdwaras**
- Explain and evaluate why **Amritsar** is important for **Sikhs** as a place of pilgrimage

#### Suggested areas of study

- Link the key features of a **Gurdwara** and **Sikh** worship to some main beliefs, eg in God, equality
  - Investigate why there are often pictures of the **Gurus** and models of the **Golden Temple** in British **Gurdwaras**
  - The most famous **Gurdwara** – its place in **Sikh** life and thinking. The **Golden Temple** at **Amritsar**
- Compare concepts of pilgrim, tourist and traveller

The significance and values of the practice of **Langar** – free kitchen

#### Links and suggested activities

- Leaflet 'What to expect and how to behave when visiting a **Gurdwara**'
- Model making: design a new **Gurdwara** for Barnsley
- The importance and limits of a set place of worship – Essay title: **Guru Nanak** taught that pilgrimage was worthless without right living. Visit a **Gurdwara** (real or virtual using ICT)
  - Ask questions of visiting speakers.
- Use a search engine or the census web-site to find out about **Sikhs** in Britain and the region
- Picture from memory using **Gurdwara** plan
- Diary of a pilgrim, use a thesaurus and glossary to expand vocabulary
- Search for images of the **Golden Temple**. Select four which best represent its importance to **Sikhs**
  - Analysis of different religious sites round the world that attract millions
- The role of 'special places' in making a coherent shared experience in the **Sikh Dharam**
- Virtual tour of a **Gurdwara**.
- Create a piece of writing discussing **Langar** and equality
- The values associated with **Sikh Langar** (?)
  - God's nameless and eternal grace and truth
  - Equality for all who worship

#### Skills and attitudes

- Investigation
- Evaluation
- Analysis
- Philosophy

#### Cross curricular links

- English
- Geography
- ICT
- PSHE
- DT

# Sikh Dharam

## Key Stage 3

### Key Question 3: How can faith contribute to Community Cohesion?

<p><b>Most pupils will be expected to:</b></p> <ul style="list-style-type: none"><li>Analyse the role and work of organisations such as <b>Khalsa Aid</b></li><li>Understand the concept of <b>Sewa</b> (service)</li><li>Show understanding that Britain is a multi-faith society and that this carries some benefits</li><li>Understand the significance of the (5Ks)</li><li>Make links between how religious people express their belief in God and the ways in which they live their lives</li><li>Evaluate their own commitments:<ul style="list-style-type: none"><li>What am I committed to?</li><li>How committed am I?</li></ul></li><li>Evaluate the term 'commitment' and apply this to the daily life of a <b>Sikh</b></li></ul>	<p><b>Suggested areas of study</b></p> <ul style="list-style-type: none"><li>Research the work of a <b>Sikh</b> charity</li><li>Investigate <b>Sikh</b> community life, inter-faith involvements</li><li>Examine how <b>Sikhs</b> are portrayed in the UK today, look at the media</li><li>Analyse their own views on <b>Sikh</b> standpoints, eg towards alcohol, money and business, sexuality in the media</li><li>I believe...pupils create and express their own creed, making comparisons with <b>Sikh</b> belief</li><li>The impact of a definite moral code on <b>Sikh</b> communities</li></ul>	<p><b>Links and suggested activities</b></p> <ul style="list-style-type: none"><li>Work of a <b>Sikh</b> charity, researched and findings presented as a PowerPoint presentation or illustrated speech, intellectual, manual and material examples of <b>Sewa</b>/service</li><li>'Religion does not consist in mere words. Whoever looks on all people as equals is religious' How do <b>Sikhs</b> express this belief in action?<ul style="list-style-type: none"><li>Speakers (possibility of using parents here?)</li></ul></li><li>Investigate famous <b>Sikhs</b> who have contributed to community cohesion</li><li><a href="http://www.khalsaaid.org">http://www.khalsaaid.org</a></li><li>Letter/booklet for the headteacher outlining what provision is needed within school for <b>Sikh</b> pupils (ICT). See <a href="http://www.sikhkids.com">www.sikhkids.com</a></li><li>Plan a prayer room for a major airport, suitable for <b>Sikhs</b> and others (inter-faith issues)</li><li>Can you write your own 'code for living'?<ul style="list-style-type: none"><li>Compare and contrast your own life with that of a <b>Sikh</b> teenager. (See <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a>)</li><li>Use of artefacts/photo packs/speakers, videos and link to the meaning of the 5Ks</li></ul></li><li>"The world is a garden, the Lord is its gardener, cherishing all, none neglected" (<b>Guru Granth Sahib</b>).<ul style="list-style-type: none"><li>So how should <b>Sikhs</b> treat the natural world?</li><li>Videos/speakers/use of Internet for research</li></ul></li></ul>
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<p><b>Skills and attitudes</b></p> <ul style="list-style-type: none"><li>Investigation</li><li>Analysis</li><li>Critical thinking</li><li>Reflective learners</li><li>Philosophy</li><li>British Values</li></ul>	<p><b>Cross curricular links</b></p> <ul style="list-style-type: none"><li>ICT</li><li>English</li><li>PSHE</li><li>DT</li><li>Citizenship</li></ul>
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# Sikh Dharam

## Key Stage 3

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Analyse own celebrations (religious and secular)
- Explain what happens at key **Sikh** festivals and why
- Explain the meaning of the symbolism involved in **Sikh** festivals and the link to key beliefs

#### Suggested areas of study

- The nature of religious festivals: the parts played by stories, food, discipline, giving, community worship and other general features of festivals
- **Guru Nanak's** Birthday
- **Sikh** celebrations and stories at **Divali** – the similarities and differences to Hindu celebrations

#### Links and suggested activities

- **Sikh** calendar. See [www.interfaithcalendar.org](http://www.interfaithcalendar.org)
- Diary extracts/letters related to **Baisakhi**
  - Comparison with other festivals
  - Video/speaker
- Compare **Sikh** Festivals to New Year, my own birthday or the FA Cup Final
  - Why do religious festivals endure and focus life for so many millions?
- Analyse all that is involved in hosting a festival
  - Organise a special celebration

#### Skills and attitudes

- Investigation
- Evaluation
- Analysis
- Philosophy

#### Cross curricular links

- English
- Art
- PSHE
- ICT



# Sikh Dharam

## Key Stage 3

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Interpret the key events, and explain the impact of these events, in the life of **Guru Nanak**
  - Analyse and evaluate the qualities shown by **Guru Nanak** and his key role in the **Sikh Dharam**
  - Explain why **Guru Nanak** is an exemplar of faith for **Sikh** people
- Reflect critically on the understanding that we are all influenced by individuals and society
- Investigate the lives and influences of some key **Sikhs** today

#### Suggested areas of study

- Life of **Guru Nanak** especially his experience of God, the **Guru Granth Sahib**, and his key teachings
- Famous **Sikhs**: How has being a **Sikh** affected their lives?
- Express answers to questions such as:
  - What/who influences my life?
  - Why?
  - What can I learn from these **Sikh** exemplars?

#### Links and suggested activities

- Create a storyboard of **Guru Nanak's** visit to Heaven
- Analysing the role of leaders in comparing how the **Guru's** role in the **Sikh Dharam** is similar to/different from the role of the Buddha or of Jesus of Nazareth
- Internet
  - ICT
  - Library
  - [www.sikhkids.com](http://www.sikhkids.com)
- Pupil's own qualities and similarities to **Sikh** beliefs.
  - What would they like to be remembered for and why?

#### Skills and attitudes

- Investigation
- Evaluation
- Commitment
- Critical thinking
- Philosophy
- Self-understanding.

#### Cross curricular links

- English
- ICT
- PSHE

# Sikh Dharma

## Key Stage 3

### Key Question 6: How do I and others feel about life and the universe around us?

#### Most pupils will be expected to:

- Consider the impact of **Sikh** belief that God is benevolent, not incarnated, merciful, and the Name of God is Eternal Truth
  - Begin to interpret some philosophical arguments for and against the existence of God
- Interpret the story of **Guru Nanak**'s visit to the Court of God
- Evaluate their own beliefs and experience regarding the existence and nature of God
- Evaluate/analyse how death is marked and understand why. (Be aware these rituals may raise some questions in a non-**Sikh** society)

#### Suggested areas of study

- Learn about some arguments for God's existence, and the criticisms which may be made of them eg
  - Is God the designer of the world?
  - What is the meaning of the sense of the presence of God in **Sikh** experience (including the experience of **Guru Nanak**)?
- Consider the idea that 'God's light is contained in the heart of each person'
  - Consider the immanence of God in **Sikh** understanding
- Express their own views about questions about God, and the reasons they hold these views
- Death ceremonies and key beliefs about reincarnation

#### Links and suggested activities

- Find out what some **Sikhs** have said about the existence of God, and what criticisms may be made of their arguments. This to focus particularly on the spiritual experience of God's presence
- Clarify their understanding of the words: God, Atheist, Agnostic, Theist, and **Sikh**
  - Create a display of two halves:
    - God might exist.
    - God might not exist
  - Organise a class survey to find out the percentage of atheists, agnostics and theists in the group and hold a class debate about the evidence for and against the existence of God – a good title might be "This house believes that we have a beautiful world, so there must be a wonderful God"
- Draw a mind map of what affects us emotionally
- Reflect on their own beliefs and experiences of the existence and nature of God and express them creatively
- Key beliefs about death and how these are clearly shown in the rituals/practices.

#### Skills and attitudes

- Investigation
- Interpretation
- Evaluation
- Self-understanding
- Philosophy

#### Cross curricular links

- English
- PSHE
- Art

# Sikh Dharam

## Key Stages 1, 2 and 3

### Useful websites

A Google search **BBC Bitesize Sikhism** accesses the following:

- KS1 Religious Education – class clips (How do Sikhs show care? A visit to a Gurdwara etc.).
- KS2 Religious Studies – 3 learner guides and 13 class clips (Sikh food and turban tying etc.).
- KS2 Religious Studies – 3 learner guides and 13 class clips (Who was Guru Nanak? What is Vaisakhi? etc).
- What is Sikhism? – KS2 – (What do Sikhs believe, The Five Ks, Martial arts etc.)
- KS3 Religious Studies – (Sikh beliefs and worship etc.).
- Eduqas – GCSE – (The nature of human life, The Khalsa etc.).

Related searches include – Sikhism facts, Sikhism GCSE, Sikh

A Google search **Facts for Kids Sikhism** accesses the following:

- Fun Facts about Sikhism (KS1 and KS2)
- Sikhism for KS1 and KS2 children – Top 10 facts and timeline etc.
- Sikhism for Children – Primary Homework Help for Kids – Who is the founder of Sikhism? etc.
- Sikhism Facts for Kids – Beliefs, God, Salvation, Vaisakhi etc.
- 18 Fascinating Facts about Sikhism – The concept of God, The making of the Khalsa etc.

Related searches include – key facts about Sikhism, 20 facts about Sikhism, Sikhism facts for year 7s, Sikhism fun facts etc.

Other useful websites include:

- RE Today (Various Primary resources) [www.shop.retoday.org.uk/resources-for-teaching-sikhism](http://www.shop.retoday.org.uk/resources-for-teaching-sikhism)
- True Tube – The Five K's, Vaisakhi (a tour of Ramanjot's Gurdwara); The Sikh Naming Ceremony (Sikh names usually have special meanings). [www.truetube.co.uk/sikh](http://www.truetube.co.uk/sikh)
- Twinkl (account required) – Sikhism Primary Resources (Festivals and celebrations, Places of Worship worksheet, etc.). [www.twinkl.co.uk](http://www.twinkl.co.uk)

NB Websites above correct at time of publication

# Sikh Dharam

## Key Stages 1, 2 and 3

### Useful publications

- Times to Remember – The Birthday to Celebrate – A Story of Guru Nanak (KS1 – Big Book) – Religious and Moral Education Press.
- Start-up Religion – Visiting a Gurdwara (KS1/2) – Evans Bros. Ltd.
- Celebrations – Baisakha (KS1/2) - Heinemann
- Our Culture – Sikh (KS1/2) – Franklin Watts.
- My Community – (KS1/2) – Franklin Watts.
- Let's Find Out About – Sikh Gurdwaras (KS1/2) – Raintree Publishing.
- My Life, My Religion – Sikh Granthi (KS1/2) – Franklin Watts
- Stories from the Faiths – The Milk and the Jasmine Flower (KS1/2) – QED Publishing.
- Where we Worship – Sikh Gurdwara (KS1/2) – Franklin Watts.
- Everyday Religion – My Sikh Life (KS1/2) – Hodder Wayland.
- Places of Worship – Sikh Gurdwara (KS2) – Heinemann Library.
- World of Faiths – Sikhism (KS2/3) – QED Publications.
- Introducing Religions – Sikhism (KS2/3) – Heinemann.
- Storyteller – Sikh Stories (KS2/3) – Evans Bros.Ltd.
- A Year of Festivals – Sikh Festivals (KS2/3) – Franklin Watts.
- Communities in Britain – Sikhs (KS2/3) – Franklin Watts.
- Religion in Focus – Sikhism (KS2/3) – Franklin Watts.
- Holy Places – The Golden Temple (KS2/3) – Heinemann Library.
- Religions of the World – Sikhism (KS2/3) – Wayland.
- Step-up Religion – How do Hindus and Sikhs Celebrate Divali? (KS2/3) – Evans Bros. Ltd.
- Sacred Texts – The Guru Granth Sahib and Sikhism (KS2/3) – Evans Bros Ltd.
- A Year of Religious Festivals – My Sikh Year (KS2/3) – Hodder Children's Books.
- My Belief – I am a Sikh (KS2/3) – Watts.
- Lesson Bank Religious Education – Sikhism (KS2/3) – Belair Publications.
- Beliefs and Cultures – Sikh (KS2/3) – Franklin Watts.
- Celebrate – Sikh Festivals (KS2/3) - Heinemann

### Acronyms used within this section:

ICT	– Information and Communication Technology
DT	– Design Technology
P4C	– Philosophy for Children
SMSC	– Spiritual, Moral, Social and Cultural Development
PSHE	– Personal, Social and Health Education

# **VISITING A PLACE OF WORSHIP**

## **SIKH TEMPLE (Gurdwara)**



## GENERAL INFORMATION

It is always advisable to:

- Visit a place of worship prior to a class visit, if this is possible
- Prepare pupils as much as possible prior to a visit
- Obtain a risk assessment for the place of worship prior to a class visit
- Check class limits - each place of worship may have a different class limit

## Donations

Voluntary donations towards the upkeep of a place of worship are always appreciated.

## Contact Details

Contact details for a variety of Interfaith Centre's can be found on the LA RE website with recommendations from SACRE/school visits.

## Dress Code

Shoes should be removed on entering the Gurdwara. Hands should be washed.

Men/boys - heads must be covered - a scarf is required. Long trousers and a long-sleeved shirt/jacket should be worn. Short trousers should only be worn by younger boys if they are part of school uniform.

Women/girls - heads must be covered - a scarf is required. Long skirts/trousers and a long-sleeved top should be worn. School uniforms are acceptable for younger girls. Low necklines and crop tops are unacceptable.

## Behaviour

- Respect the building as a place of worship. It is regarded as special to the people who worship there
- **Please do not turn your back to the Guru Granth Sahib. This is seen as disrespectful**
- Mobile phones should be turned off whilst in the building
- Photography is permitted at most times. Please check with the Faith Tutor prior to the visit
- Alcohol should NOT be consumed before visiting the Gurdwara and is NOT allowed on the premises
- Tobacco is NOT allowed on the premises
- Meat/fish/egg products are NOT allowed on the premises

## Sikh Dharam glossary

Sikh terms are drawn from the Punjabi language, and the versions below are based upon that language. As with all transliterations, there are problems which are difficult to resolve. This is particularly true when moving from the **Gurmukhi** script which has an alphabet of 35 letters, to the Roman alphabet which has only 26 letters. Many of these terms will also be found in the Hindu Dharma and the Way of the Buddha but with somewhat different meanings. Literal meanings are shown in *italics*.

### **Adi Granth**

*First book.* See **Guru Granth Sahib**.

### **Akal Purakh**

*The Eternal One.* A designation frequently used of God by **Guru \*Nanak**.

### **Akal Takhat**

See **Akal Takht**.

### **Akal Takht**

*Throne of the Eternal / Throne of the Timeless One.* Building facing the **Golden Temple in Amritsar**, where **Sikhs** gather for political purposes. Also spelt **Akal Takhat**.

### **Akhand Path**

Continuous reading of the **Guru Granth Sahib** from beginning to end.

### **Amrit**

*Nectar.* Sanctified liquid made of sugar and water, used in initiation ceremonies.

### **Amrit ceremony**

The **Sikh** rite of initiation into the **Khalsa**. The term 'baptism' should not be used. Also called **Amrit Sanskar**, **Amrit Pahul**, **Khande di Pahul** or **Amrit Chhakna**.

### **Amrit Chhakna**

*Taking Amrit.* See **Amrit ceremony**.

### **Amrit Pahul**

See **Amrit ceremony**.

### **Amrit Sanskar**

See **Amrit ceremony**.

### **Amritsar**

Main pilgrimage centre, site of the **Golden Temple**, the holiest site in the **Sikh Dharam**.

### **Anand Karaj**

*Ceremony of bliss.* **Sikh** wedding ceremony. Also called **Anand Sanskar**.

### **Anand Sanskar**

See **Anand Karaj**.

### **Anandpur**

Pilgrimage centre.

### **Ardas**

*Prayer.* The formal prayer offered at most religious acts.

### **Asa Da Vaar**

Hymn sung at the beginning of every worship at the **gurdwara**.

### **Baisakhi**

A major **Sikh** festival celebrating the formation of the **Khalsa**, 1699 **CE**. Also spelt **Vaisakhi**.

### **Bangla Sahib**

The site of the martyrdom of **Guru \*Har Krishan** at Delhi.

### **Bani**

See **Gurbani**.

### **BCE**

(Before Common Era) Commonly used secular and historical reckoning used throughout this syllabus.

### **Bhai**

*Brother.* A title of respect used by **Sikhs**, for people they honour.

### **CE**

(Common Era) Commonly used secular and historical reckoning used throughout this syllabus, which was published in 2005 **CE**. It matches the Christian years AD, 'in the year of our Lord'.

### **Chanani**

Canopy over the scriptures, used as a mark of respect. Also spelt **Chandni**.

### **Chandni**

See **Chanani**.

### **Chaur**

See **Chauri**.

### **Chauri**

Symbol of the authority of the **Guru Granth Sahib**. Fan waved over scriptures, made of yak hair or nylon. It should not be called a 'fly swat'. Also spelt **Chaur**.

### **Chunni**

Scarf often worn by **Sikh** women.

### **Cremation**

**Sikhs** do not bury the dead but cremate them.

### **Dasam Granth**

Collection of compositions, some of which are attributed to the tenth **Guru**, **Guru \*Gobind Singh**, compiled some years after his death.

### **Diwali**

See **Diwali**.

**Diwali**

Sikh festival of light. Remembering the release of **Guru \*Hargobind** from prison. Has similarities and difference to the Hindu festival of the same name, celebrated around the same time. Also spelt **Divali**.

**Giani**

A person learned in the **Sikh** scriptures.

**Golden Temple**

At **Amritsar**, the holiest site in the **Sikh Dharam**.

**Granthi**

Reader of the **Guru \*Granth Sahib**, who officiates at ceremonies.

**Gurbani**

Divine word revealed by the **Gurus**. The **Shabads** contained in the **Guru Granth Sahib**. Also called **Bani** or **Vani**.

**Gurdwara** (Gurdwaras)

*Doorway to the Guru.* **Sikh** place of worship. Also spelt **Gurudwara**.

**Gurmat**

*The Guru's guidance.*

**Gurmukh**

*One who lives by the Guru's teaching.*

**Gurmukhi**

*From the Guru's mouth.* Name given to the script in which the scriptures and the **Punjabi** language are written.

**Gurpurab**

See **Gurpurb**.

**Gurpurb** (Gurpurbs)

A **Guru's** anniversary (*birth or death*). Also used for other anniversaries, for example, of the installation of the **Guru Granth Sahib**; 1604 CE. Also spelt **Gurpurab**.

**Guru** (Gurus)

*Teacher.* In the **Sikh Dharam**, the title of **Guru** is reserved for the ten human **Gurus** and the **Guru Granth Sahib**.

**Guru Granth Sahib**

Primal collection of **Sikh** scriptures, compiled by **Guru Arjan** and given its final form by **Guru \*Gobind Singh** in 1604 CE. Also called **Adi Granth**. The lone term 'Granth' should be avoided.

**Guru ka Langar**

See **Langar**.

**Gurudwara**

See **Gurdwara**.

**Harimandir**

*House of God.* Temple at **Amritsar**, built by **Guru \*Arjan**.

**Haumai**

*Egoism.* The major spiritual defect.

**Hukam**

*God's will.* A random reading taken for guidance from the **Guru Granth Sahib**. Also called **Vak** or **Vaak**.

**Ik Onkar**

*There is only One God.* The first phrase of the **Mool Mantar**. It is also used as a symbol to decorate **Sikh** objects.

**Janam Sakhi**

See **Janamsakhi**.

**Janamsakhi**

*Birth stories.* Hagiographic life stories of a **Guru**, especially **Guru \*Nanak**. Also spelt **Janam Sakhi**.

**Japji Sahib**

A morning prayer, composed by **Guru \*Nanak**, which forms the first chapter of the **Guru Granth Sahib**.

**Jivan Mukht**

See **Jivan Mukht**.

**Jivan Mukht**

Enlightened while in the material body; a spiritually enlightened person, freed from worldly bonds. Also spelt **Jivan Mukht**.

**Kachera**

Traditional underwear / shorts. One of the five Ks - see **Panj Kakke**.

**Kakka**

Singular of the **Punjabi** letter K (plural 'kakke') - see **Panj Kakke**.

**Kanga**

See **Kangha**.

**Kangha**

Comb worn in the hair. One of the five Ks - see **Panj Kakke**. Also spelt **Kanga**.

**Kara**

Steel band worn on the right wrist. One of the five Ks - see **Panj Kakke**.

**Karah Parshad**

Sanctified food distributed at **Sikh** ceremonies. Also spelt **Karah Prasad**.

**Karah Prasad**

See **Karah Parshad**.

**Kaur**

*Princess.* Name given to all **Sikh** females by **Guru \*Gobind Singh**. See **Singh**.



**Kes**

See **Kesh**.

**Kesh**

*Uncut hair*. One of the five Ks – see **Panj Kakke**. Also spelt **Kes**.

**Khalsa**

*The community of the pure*. The **Sikh** community.

**Khalsa Aid**

A Sikh charity organisation.

**Khanda**

(i) Double-edged sword used in the initiation ceremony. (ii) Also used of the emblem on the **Sikh** flag.

**Khande di Pahul**

See **Amrit ceremony**.

**Kirat Karna**

Earning one's livelihood by one's own honest efforts.

**Kirpan**

*Sword*. One of the five Ks - see **Panj Kakke**. The term 'dagger' should be avoided.

**Kirtan**

Devotional singing of the compositions found in the **Guru Granth Sahib**.

**Kirtan Sohila**

A prayer said before retiring for sleep. It is also used at the **Cremation** ceremony and when the **Guru Granth Sahib** is laid to rest.

**Kurahit**

Prohibitions, for example intoxicants.

**Langar**

*Guru's kitchen*. The **gurdwara** dining hall and the food served in it. Also called **Guru ka Langar**.

**Manji**

Small platform on which the scripture is placed. Also referred to as **Manji Sahib**.

**Manji Sahib**

See **Manji**.

**Manmukh**

*Self-orientated*. The opposite of the desired **gurmukh**. Also spelt **Munmukh**.

**Mela** (Melas)

*Fair*. Used of **Sikh** festivals which are not **gurpurbs**.

**Mool Mantar**

*Basic teaching / Essential teaching*. The basic statement of belief at the beginning of the **Guru Granth Sahib**. Also spelt **Mui Mantar**.

**Mui Mantar**

See **Mool Mantar**.

**Munmukh**

See **Manmukh**.

**Naam Simran**

See **Nam Simran**.

**Nam Simaran**

See **Nam Simran**.

**Nanded**

Pilgrimage centre.

**Nam Simran**

Meditation on the divine name, using passages of scripture. Also spelt **Nam Simaran** and **Naam Simran**.

**Nankana Sahib**

Birthplace of **Guru \*Nanak**. In modern day Pakistan. Also called **Talwandi Sabo**.

**Nishan Sahib**

Sikh flag flown at **Gurdwaras**.

**Nit Nern**

The recitation of specified daily prayers.

**Pala**

Piece of cloth used to tie together the bride and groom during their **Anand Kiraj** (wedding).

**Pani Kakke**

*The five Ks*. The symbols of the **Sikh Dharam** worn by **Sikhs**, namely **Kachera** (shorts). **Kangha** (comb), **Kara** (steel wristband). **Kesh** (uncut hair) and **Kirpan** (Sword).

**Pani Piare**

*The five beloved ones*. (i) Those first initiated into the **Khalsa**. (ii) Those who perform the rite today. Also spelt **Panj Pyare** and other forms.

**Panj Pyare**

See **Panj Pjare**.

**Paniab**

See **Punjab**.

**Paniabi**

See **Punjabi**.

**Panth**

The **Sikh** community.

**Patases**

Sugar bubbles or crystals used to prepare **Amrit**. Also spelt **Patashas**.

**Patashas**

See **Patases**.

**Pautha**

Pilgrimage centre.

**Punjab**

*Land of five rivers*. The area of India in which the **Sikh Dharam** originated. also spelt **Panjab**.

**Punjabi**

*Of the land of five rivers.* (i) Native of the Punjab; (ii) The local language, used in the **Sikh Dharam** written in the Gurmukhi script. May also spelt **Panjabi**.

**Ragi**

Sikh musician who sings compositions from the **Guru Granth Sahib**.

**Rahit**

**Sikh** obligations, for example to meditate on God.

**Rahit Maryada**

**Sikh** Code of Discipline. Also spelt **Rehat Maryada**.

**Rahiras**

A prayer said at the end of the day.

**Rehat Maryada**

See **Rehit Maryada**.

**Sadhsangat**

Congregation or assembly of **Sikhs**. See **Sangat**.

**Sangat**

See **Sadhsangat**

**Seva**

See **Sewa**.

**Sewa**

Service directed at Sadhangat and **Gurdwara**, but also to humanity in general. Also spelt **Seva**.

**Sabad**

See **Shabad**.

**Shabad** (Shabads)

*Word.* Hymn from the **Guru Granth Sahib**; the divine word. Also spelt **Sabad** and **Shabd**.

**Shabd**

See **Shabad**.

**Shalwar**

Baggy trousers often worn by **Sikh** women.

**Sikh** (Sikh s)

*Learner / Disciple.* A person who believes in the ten **Gurus** and the **Guru Granth Sahib**, and who has no other religion.

**Sikh Dharam**

*Life of the Learner / Disciple.* The code of **Sikh** life.

**Singh**

*Lion.* Name adopted by **Sikh** males (see **Kaur**).

**Sis Gani Sahib**

The site of the martyrdom of **Guru \*Tegh Bahadur** at Delhi.

**Tahwandi Sabo**

Pilgrimage centre, the birthplace of **Guru \*Nanak**. Also called **Nankana Sahib**.

**Takht** (Takhts)

The five **takht** are the places where all important decisions about **Sikh** belief and practice are made.

**Turban**

Distinctive headwear worn by **Sikhs**. Made from a single long piece of cloth.

**Vaak**

See **Hukam**.

**Vak**

See **Hukam**.

**Vand Chhakna**

Sharing one's time, talents and earnings with the less fortunate.

**Vaisakhi**

See **Baisakhi**.

**Vani**

See **Gurbani**.

**Waheguru**

*Wonderful Lord.* A **Sikh** name for God.

## Bibliographical summaries

The following are brief details of people mentioned in the Syllabus.

**Guru \*Amar Das** (1479-1574 CE), third **Guru** of the **Sikh Dharam** (1552-1574).

**Guru \*Angad** (1504-1552 CE), originally called **\*Lehna**. Second **Guru** of the **Sikh Dharam** (1539-1552). He developed the **Gurmukhi** script and collected **Guru \*Nanak's** hymns. He also organised sports at festivals.

**Guru \*Arian** (1563-1606 CE), fifth **Guru** of the **Sikh Dharam** (1581-1606), the first **Sikh** martyr.

**Guru \*Gobind Singh** (1666-1708), became tenth **Guru** of the **Sikh Dharam** (1675-1708). After the murder of his father, **Guru \*Tegh Bahadur**, he established an armed town, **Paunta**, and the **Khalsa**. Name may be spelt Govind Singh and original known as Gobind Rai.

**\*Gurinda Chadha** (b. 1962 CE), current film director of "Bend It Like Beckham" and "Bride and Prejudice".

**Guru \*Har Krishan** (1656-1664 CE), eighth **Guru** of the **Sikh Dharam** (1661-1664). Died of smallpox. Also spelt Harkishan or Harkrishan.

**Guru \*Har Rai** (1630-1661 CE), seventh **Guru** of the **Sikh Dharam** (1645-1661).

**Guru \*Har Gobind** (1595-1645 CE), sixth **Guru** of the **Sikh Dharam** (1606-1645). Son of **Guru \*Arjan**. Also spelt Hargobind or Hargovind.

**Bhai \*Khanava**, a **Sikh** commended by **Guru \*Gobind Singh** for serving water to the wounded enemy.

**\*Lakhmi Das** (b. after 1485 CE), younger son of **Guru \*Nanak** and **\*Sulakhni**.

**Bhai \*Lalo**, a humble carpenter who opened his house to **Guru \*Nanak**. The **Guru** preferred **Bhai \*Lalo's** simple food to the offerings of a rich local merchant.

**\*Lehna** (1504-1552 CE), see **Guru \*Angad**.

**\*Mardana** (c. 1480s CE), servant of **Guru \*Nanak**.

**Guru \*Nanak** (1469-1539 CE). Founder of the **Sikh Dharam**. Born a Hindu at **Talwandi**, but aware of Islam. He disappeared whilst bathing and reappeared three days later. He built a **Dharamsala** and developed the **Langar**. Married to **\*Sulakhni** and had two sons **\*Sri Chand** and **\*Lakhmi Das**.

Maharaja **\*Ranjit-Singh**, who showed tolerance and respect.

**Guru \*Ram Das** (1534-1581 CE), fourth **Guru** of the **Sikh Dharam** (1574-1581), the founder of **Amritsar**.

**\*Sri Chand** (b. after 1485 CE), elder son of **Guru \*Nanak** and **\*Sulakhni**.

**\*Sulakhni** (b. c. 1470s CE), wife of **Guru \*Nanak**.

**Guru \*Tegh Bahadur** (1621-1675 CE), ninth **Guru** of the **Sikh Dharam** (1664-1675), murdered.