

Year group: 3/4

Term: any

Theme/unit: Environment (within a Sikh context)

Key concept: Love

Intended learning outcomes:

Children will be able to:

Step 1: Children can describe the concept of *love*.

Step 2: Children can describe how this concept is contextualised within the Sikhi faith.

Step 3: Children can evaluate the value of the concept to many Sikhs. Identify and describe some issues raised.

Step 4: Children describe their responses to the concept.

Step 5: Children describe how their responses to the concept can be applied in their own lives and the lives of others.

Informed by end of Year 4 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

1. Create a definition of the concept *love*.
2. Discuss the importance of *love* for the environment to Sikhs.
3. Sort and justify their choices for the things they love.
4. Creating a poster showing the issues in their local environment and how they can respond through love of the environment.

Sequence of activities:

Communicate

- What people and things can we say we love rather than just like or prefer? Discuss this in pairs and then discuss with the class. Ask the children to create a mind map for themselves showing the different things they love, for example their mum or dad, siblings, friends, holiday times, special times.
- Ask the children to come back together with their mind maps and to justify their choices eg *I love ... because ...*
- Read the story by Jeannie Baker *Where the forest meets the sea* and discuss what the story is about. Draw out from the children that the story looks at caring for the environment and loving it in our actions and what we do. This is the concept that we will focus on for RE this term – loving the environment.

Apply

- Think about the story we have read earlier. If this story was set now in our local context, what would the issues with the environment be? What ways do people try to change this locally and show their love for the environment.
- In small groups create a poster of issues and ways that we try to show love for the environment in our local area. Take photos for evidence.
- English – groups to write up their posters.

Enquire

- Discuss with the class what words come to mind when you think about the word *love*. *What does it mean and what do you have to feel? What do you have to do? Do you change because you love something?* Hold a P4C enquiry or a debate about what love means and how it makes you change your approach or what your feelings make you do. Tell the children that there are 13 different words/phrases in a thesaurus to use instead of *love* – how many alternative words can they think of? (In the Collins online thesaurus they have *adore, care for, treasure, cherish, prize, worship, be devoted to, be attached to, dote on, hold dear, think the world of, idolise, feel affection for*. Which words are best used to think about love for the environment? Use these to describe the word love in your books.

Contextualise

- Begin with what the children already know about the Sikhi faith from earlier work. A helpful introduction if their study is not recent is the film clip and information: [What is Sikhism? - BBC Bitesize](#). Explain to the children that the Sikhi faith teaches that humans show their love by being stewards of God's creation (they will probably have come across this concept before in other religions, so ask them about this). There is no creation story in the Sikh holy book, the Guru Granth Sahib as the first guru, Guru Nanak explained that we do not know what happened so we must concentrate on loving and caring for the environment. To do this, we must respect the world and share our resources so that all have enough. Use the internet sites below to explore different ways Sikhs show this love for the world. (Khalsa aid - fresh water in Malawi, help for people affected by flooding in the UK, EcoSikh's many projects including planting forests, studying forests, encouraging recycling and awareness). Make a presentation about these.

Evaluate

- Share local stories of how many Sikhs love the environment in action. Eg the Portsmouth Gurdwara, which has many activities: [Guru Nanak Sar Gurdwara - Portsmouth - Portsmouth Gurdwara - \(gnsurdwara.org\)](#)
- How is this related to the concept of *love*? How important is this concept to many Sikhs?
- Is the concept of *love* and using it to think about the environment important for us too? How?

Resources: <https://www.wordclouds.com/> [EcoSikh](#) [KhalsaAid](#)
Book *Where the forest meets the sea* by Jeannie Baker.

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: Providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Moral: Developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: Sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: Willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art:

Creating a poster of issues and ways that we show *love*.
Creating a piece of artwork showing how we show love for the environment.

English:

Describing the value of the concept of love for the environment to themselves.

Philosophy for children (P4C)

Child led enquiry into the concept of *love*.