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| **Name of Unit:** What is Buddhism? | **Faith:** Buddhism |
| **Key Stage in which this unit should be taught: KS1/2** | **Recommended Year Group *(if specified:)*** |
| **Previous Learning:**Awareness of world religions – this is the first Buddhism unit to be taught |
| **AT1 Learning About Religion***Main Focus:* Beliefs, teachings and sources | **AT2 Learning From Religion***Main Focus:* Values and Commitments |
| **What this unit teaches:**Who Siddhartha was and the circumstances that led to him becoming Buddha and achieving enlightenment. Introduction to Buddhist virtues and beliefs using stories that Buddha told. |
| **Key RE Vocabulary:**Buddhism CrueltyBuddha ValuesSuffering Greed Happiness Sacrifice Enlightenment | **Cross-Curricular Links:**Music: Composing;Literacy: Writing letters, poems, debating; Drama: Role play, hot seating;Art and Design & DT: Origami, painting, collage, drawing, board game; PE: Dance;PSHE: Class discussions;Computing: video, social media (twitter, vlogging) |
| **Spiritual, Moral, Social and Cultural Development:**Reflecting on other world faiths; Creating kindness charters;Reflecting on behaviour and consequences. | **Sensitivities:**Discussions about suffering and cruelty to animals. |
| **Possible Further Thinking and Extension Activities:**Exploring other stories from Buddhism.Thinking about how the stories are similar / different to those in other religions. |  |
| **Future Learning:**Unit 2 – What Does It Mean To Be a Buddhist?How Buddhists live their lives through their faith. How the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and five precepts. Children will learn about the Sangha (Buddhist community) and Dharma (ultimate truth.) |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**Pupils should:AT1 - *KS1:*Remember a religious story from Buddhism.*KS2:*Describe what a Buddhist might learn from the religious story of Siddhartha.AT2 - *KS1:*Talk about things that happen to me.*KS2:*Ask questions about the meaning and purpose of life. |  |  | **Who is Buddha?**How did Siddhartha become Buddha?Buddha.Show the Buddhist symbol of the Buddhist Wheel and explain to the pupils that today we will be beginning to learn about another religion of the world.Ask if any pupils recognise the symbol and know what the religion is? Buddhism.Share the story of Siddhartha using the video clip or read from Prince Siddhartha: The Story of Buddha Paperback by Jonathan Landaw.Before sharing the part of the story where Siddhartha leaves the palace; after seeing 4 things Siddhartha changed his life completely. What do you think those things were?Use props to retell the story of Siddhartha.*Key Questions: (Opportunities for discussions / debates)*Who is Buddha?What is Buddha?Is Buddha a God?How is Buddha the same or different to God?Why was Buddha given his name? What does it mean?What did Buddha find was the meaning of life?What made Siddhartha change his lifestyle?Using Lego to build Siddhartha’s palace and role play the story. Write a playscript for the story of Siddhartha.VLOG of Siddhartha’s journey / tweets about each day of Siddhartha’s | **Resources:**The Story of Siddhartha: [http://www.bbc.co.uk/educatio](http://www.bbc.co.uk/education/clips/zqwfgk7) [n/clips/zqwfgk7](http://www.bbc.co.uk/education/clips/zqwfgk7)Prince Siddhartha: The Story of Buddhaby Jonathan Landaw, Paperback.**Sensitivities:**Suffering is likely to come up in conversation;E-safety with VLOGging and tweeting |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  | Journey.Recall the four sights that Siddhartha saw by drawing a story map.*Reflections:*Create a poster about what is important in your life. Create a feelings graph for each part of the story. |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 2**Pupils should:AT1 - *KS1:*I can remember a religious story from Buddhism.*KS2:*I can describe what a Buddhist might learn from a Buddhist religious story.AT2 - *KS1:*Talk about things that happen to them.*KS2:*Ask questions about the meaning and purpose of life. |  |  | **What Does the Word Suffering Mean?**Have you ever suffered?4 noble truths*Key Questions: (Opportunities for discussions / debates)*What does suffering mean?Is suffering the same for everyone around the world? Can all the problems in the world ever be solved?What do other religions say about the cause of suffering and the meaning of life?What does truth mean? Explain the four noble truths:1. Look back at the week’s news – where have you seen suffering in the world, local community and our own lives?

Make a collage from newspapers or video montage with appropriate news pictures and appropriate music to reflect the suffering happening in the world.1. What does it mean to be greedy? What is a craving?

What sorts of things do you crave? What do you do if you don’t get these things?Do all children have the same cravings over the world?1. Are material things the most important things in the world? Make a poster about things that we could do to stop suffering. Add a part to the newspaper collage / video montage.
2. What do Buddhists believe will happen if they follow the ‘middle way’?

Fold paper in half – on one side list kinds of suffering and on the other write causes of suffering.Use the Four Noble Truths to create flow charts of suffering and the causes.  | **Resources:**Buddhism KS2. ISBN 0-9536928-0-8‘Newsround’ [http://www.bbc.co.uk/newsrou](http://www.bbc.co.uk/newsround) [nd](http://www.bbc.co.uk/newsround)**Sensitivities:**Discussions about suffering and bereavement.Be sensitive towards pupils’ individual and personal situations and experiences. |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
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| Create a doctor’s consultation sheet e.g. diagnosis, explanation, cure and |
|  | treatment. |
|  | *Reflections:* |
| Create a ‘wants’ and ‘needs’ thinking map. |
| Make a collage of what makes different people happy. |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 3**Pupils should:AT1 - *KS1:*Remember a Buddhist story.*KS2:*Describe what a Buddhist might learn from a Buddhist story.AT2 - *KS1:*Link things that are important to them and other people with the way they think and behave.*KS2:*Ask questions about the moral decisions they and others make and suggest what might happen as a result of different decisions;Make links between the beliefs and teachings of different religious groups |  |  | **What Does the Word Sacrifice Mean?****Have You Ever Made a Sacrifice?**The story of ‘The Monkey King’ Share the story of ‘The Monkey King’.*Key Questions: (opportunities for discussions / debates)*Did the monkey do the right thing?What is the moral of this story?What have you learnt from this story?What has it made you think about?What would Buddha say about the human king?What does sacrifice mean?When have you made a sacrifice?What happened?What would have happened if you had not made the sacrifice?How can we show courage in our lives?Use pictures or props to retell the story this can either be verbal or a written response.Role play the story. Use drama techniques such as hot-seating or freeze frame to reflect on how different characters are feeling at different points in the story.Examples of animals making sacrifices for others, e.g. ants Retell / write the story with different animals.Dance / shadow play – reflect on the monkey’s emotions throughout the story. | **Resources:**The story of ‘The Monkey King’[http://www.clear-](http://www.clear-vision.org/Schools/Students/Ages-4-7.aspx) [vision.org/Schools/Students/Ag](http://www.clear-vision.org/Schools/Students/Ages-4-7.aspx) [es-4-7.aspx](http://www.clear-vision.org/Schools/Students/Ages-4-7.aspx)‘The Monkey King and Other Stories’ DVD,The Clearvision Trust**Sensitivities:**Discussions about sacrifice |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| and show how they areconnected to believers’ lives. |  |  | *Reflections:*Decision alley – what would you say to the monkey before he decided to sacrifice himself?Can the pupils think of where else they have heard about sacrifice? Are there stories about sacrifice in other religions?What similarities / differences are there here between Buddhism and Christianity?What does the example of sacrifice teach believers of the faith in which they come from? |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 4**Pupils should:AT1 - *KS1:*Describe what a Buddhist might learn from the Buddhist story of Siddhartha and The Swan.*KS2:*Understand how listening to a religious story about kindness might teach a believer to be.Make links between the teachings of Buddhism and Christianity and show how they guide how Buddhists and Christians should try to live their lives.AT2 - *KS1:*Talk about things that happen to them.*KS2:* |  |  | **What is Kindness and How Can It Be Shown****According To Buddhist Teachings?**Siddhartha and the Swan Share the story of ‘Siddhartha and the Swan.’Role play the story.Use drama techniques such as hot-seating or freeze frame to reflect on how their character is feeling at different points in the story.Make a poster about caring for animals and living things or showing things that are cruel about the world today.Make a poster of kindness in your life. Create a class kindness charter.Rap about kindness.Make a class swan using hand cut outs as feathers with kindness promises written on**.**Make origami swans with kindness tips written on.*Reflections:*Whilst listening to classical music: ‘The Swan’ from ‘The Carnival of the Animals’ by Saint-Saens, on a reflection of a swan, write how it has made you reflect on your life and what you have learnt from the story.*Key Questions: (opportunities for discussions / debates)* | **Resources:**The story of ‘Siddhartha and the Swan’[http://www.clear-](http://www.clear-vision.org/Schools/Students/Ages-4-7/story-Siddhartha-swan.aspx) [vision.org/Schools/Students/Ag](http://www.clear-vision.org/Schools/Students/Ages-4-7/story-Siddhartha-swan.aspx) [es-4-7/story-Siddhartha-](http://www.clear-vision.org/Schools/Students/Ages-4-7/story-Siddhartha-swan.aspx) [swan.aspx](http://www.clear-vision.org/Schools/Students/Ages-4-7/story-Siddhartha-swan.aspx)‘The Monkey King and Other Stories’ DVD,The Clearvision Trust.[https://www.youtube.com/watc](https://www.youtube.com/watch?v=u_niWfQEGvk) [h?v=u\_niWfQEGvk](https://www.youtube.com/watch?v=u_niWfQEGvk)**Sensitivities:**Cruelty to animals. |

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| Suggest what mighthappen if someone chooses to behave in the way religious teaching suggests or to ignore that teaching.Ask questions about the meaning and purpose of life. |  |  | Where is the right and wrong in this story?What would you have done the same / differently?When was the last time that you showed an act of random kindness? What did you do?How did it make you feel?Why is this story important to Buddhists?What have you learnt from this story?What has this story made you think about? How has it made you think about how you act?Are the teachings from this story similar to those from any other faiths? Which ones?What happened in the story because kindness was shown?How would the ending of the story have been if kindness was not shown?What does this suggest in life about choosing to ignore / follow religious teachings? |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 5**Pupils should:AT1 - *KS1:*Describe what a believer might learn from the Buddhist story of ‘The King and the Elephant.’*KS2:*Explain how Buddhist teaching is similar to that of other religious groups and how it influences how people of faith try to live their life.*AT2 -* KS1:Think about what influences me about the way I try to behave.KS2:Think about how a person does or does not act in a particular situation and how faith may have influenced them. |  |  | **How does Buddhism set an example for others?**How can you set a good example for others?How can we use our school values to set a good example for others?The story of ‘The King’s Elephant’ Share the story of ‘The King’s Elephant’.Think about how we could set a good example for another (younger) year group – make an advice video using iMovie or similar programme.Look at school values. Which are most important? Should anything be added or taken away?*Activities:*Create a colour / mood wheel to reflect the elephant’s mood throughout the story.Create a mood graph / series of mood paintings for the elephant throughout the story.Compose a piece of music to reflect the elephant’s mood at the beginning and end of the story.Write a recipe for being a good person.*Key Questions: (opportunities for discussions / debates)*What are the values that Buddhists can learn from this?How are these similar to our school values? (Distinctively Christian values)What do other religions say about being a good role-model or | **Resources:**The story of ‘The King’s Elephant’ [http://www.clear-](http://www.clear-vision.org/Schools/Students/Ages-4-7/story-of-Kings-elephant.aspx)[vision.org/Schools/Students/Ag](http://www.clear-vision.org/Schools/Students/Ages-4-7/story-of-Kings-elephant.aspx) [es-4-7/story-of-Kings-](http://www.clear-vision.org/Schools/Students/Ages-4-7/story-of-Kings-elephant.aspx) [elephant.aspx](http://www.clear-vision.org/Schools/Students/Ages-4-7/story-of-Kings-elephant.aspx)‘The Monkey King and Other Stories’ DVD,The Clearvision TrustGood Deed Feed:Metro newspaper‘Russell Howard’s Good News’ BBC3**Sensitivities:**Issues around bullying and playground behaviour; Cruelty to animals. |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  | person?What does it mean to set a good example?When have you set a good example?Who did you set the good example for?Did it help them change their behaviour? How?*Reflections:*How are you a good role model?What have you done this week to be a good role model? |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 6**Pupils should:AT1 - *KS1:*Reflect on Buddhist stories that they have heard and describe what Buddhists learn from them about how to live in the world.*KS2:*Suggest reasons for Buddhist beliefs about enlightenment and how religious sources shape these beliefs.AT2 - *KS1:*Think of an example where something that is important to me has influenced the way I have thought and behaved.*KS2:*Ask questions about things that are important to them and other people and understand |  |  | **What do Buddhists believe about responding to****the world around them?****Is being reflective important?***Key Questions: (opportunities for discussions / debates)*How do the noble truths help Buddhists to live their lives?What have you learnt about Buddhism that has interested you most / made you reflect on how you live your life?Make a poster about Buddha’s life.Write questions that you would want to ask someone who practices Buddhism.Invite a Buddhist visitor into school for the children to ask their questions.Use questions to interview a partner in the class and film using iPads / videos.Make a non-fiction book about Buddhism.In pairs create an interview with Siddhartha about his life and the start of Buddhism.Write a letter as Siddhartha (or to) about what he (they) had learnt and advice to others about how to live the middle path.Create a board game to reach enlightenment. | *Assessment Lesson***Resources:**Teaching RE, Buddhism 5-11 ISBN 1 85100 082 8 |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| how religious viewsimpact on the lives of followers of a religion**.** |  |  | *Reflections:*Why was a prince chosen to become Buddha rather than an ordinaryperson?If Buddha was alive today what things would he have given up? Is it important in life today to be reflective?Why?When do you reflect? / When do you have opportunities for reflection? Does reflection help you? How? |  |