



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: Buddhism as a Living Religion: *What is it like to follow a Buddhist way of life in Britain today?*

Year Group: 8/9



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About this unit:

This unit enables pupils to learn about what is important to Buddhists today, relating this to the origins of the Buddhist tradition. Pupils will have the opportunity to explore some of the ways in which Buddhists express their faith and to compare different Buddhist traditions.

The focus is on how beliefs impact on a Buddhist's way of life.

Pupils will be expected to think for themselves about questions to do with community, values, commitment and spirituality.

Pupils are encouraged to consider what can be learned from Buddhist beliefs and practices and from concepts such as suffering, happiness and authority, whilst referring to their own experiences, beliefs and values and the points of connection or difference between them.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of Buddhism as a living religion, including a focus on key beliefs and what they mean to Buddhists today.

By focusing on the concepts of suffering, happiness and authority, and examples of worship and commitment, this unit will help pupils to understand what it is like to be a member of a minority faith group in Britain today.

This unit contributes to the continuity and progression of pupils' learning by exploring the key beliefs and practices of Buddhism in some detail, building upon any basic learning about major faiths previously, and/or understanding of the Buddhist faith through School Designed Units, assemblies, visitors and community links.

Estimated teaching time for this unit: 12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Identity, Diversity and Belonging*

The core RE concepts that the unit develops are:

Beliefs (Buddhists believe in the idea of Nirvana, when suffering, selfishness and greed are extinguished);

Meditation (Within Buddhism, reflection and meditation is an important way of developing the spiritual dimension of being a person);

Suffering (Suffering is part of human experience).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own beliefs and how their beliefs affect the way they behave and live;
- **Respect for all** by developing a willingness to learn from beliefs different from their own and realising that, whilst they may not share a religion, beliefs may be similar and values may overlap significantly.

The unit will provide these opportunities for pupils:

- To consider the concepts of suffering, happiness and meditation;
- To consider a diverse range of views about questions of suffering and spirituality;
- From the study of Buddhism, pupils will be able to think about their own experiences and views in relation to questions of the nature of God, happiness, suffering and spirituality;
- Experiences provided by this unit include time to think and reflect on their own and others' way of life, a variety of writing skills and creative art work.

Background information for the teacher:

Buddhism is a spiritual tradition that focuses on personal spiritual development and the attainment of a deep insight into the true nature of life. Buddhism teaches that all life is interconnected, so compassion is natural and important.

Buddhism is 2,500 years old. It began as a result of Siddhartha Gautama's quest for Enlightenment in around the 6th Century BCE. There are currently 376 million followers worldwide. There are around 151, 816 Buddhists in Britain (according to the 2001 census).

There is no belief in a personal God. Buddhism is not centred on the relationship between humanity and God. Buddhists believe that nothing is fixed or permanent - change is always possible.

The two main Buddhist sects are Theravada Buddhism and Mahayana Buddhism, but there are many more.

Buddhists believe that the path to Enlightenment is through following the Four Noble Truths and The Eightfold Path. This is essentially the practice and development of morality, meditation and wisdom.

The Four Noble Truths contain the essence of the Buddha's teachings. It was these four principles that the Buddha came to understand during his meditation under the bodhi tree:

1. The truth of suffering (Dukkha);
2. The truth of the origin of suffering (Samudāya);
3. The truth of the cessation of suffering (Nirodha) ;
4. The truth of the path to the cessation of suffering (Magga).

The Buddha is often compared to a physician. In the first two Noble Truths, he diagnosed the problem (suffering) and identified its cause. The third Noble Truth is the realisation that there is a cure.

The fourth Noble Truth, in which the Buddha set out the Eightfold Path, is the prescription, the way to achieve a release from suffering.

Buddhists can worship both at home or at a temple. It is not considered essential to go to a temple to worship with others. Buddhists will often set aside a room or a part of a room as a shrine. There will be a statue of Buddha, candles and an incense burner. Buddhist temples come in many shapes. Perhaps the best known are the pagodas of China and Japan. Another typical Buddhist building is the Stupa, which is a stone structure, built over what are thought to be relics of the Buddha, or over copies of the Buddha's teachings. Buddhist temples are designed to symbolise the five elements:

- Fire;
- Air;
- Earth, symbolised by the square base;
- Water ;
- Wisdom, symbolised by the pinnacle at the top.

All Buddhist temples contain an image or a statue of Buddha.

There are as many forms of Buddhist worship as there are schools of Buddhism - and there are many of those. Worship in Mahayana tradition takes the form of devotion to Buddha and to Bodhisattvas. Worshippers may sit on the floor barefoot facing an image of Buddha and chanting. They will listen to monks chanting from religious texts, perhaps accompanied by instruments, and take part in prayers. Mantras, a word, a syllable, a phrase or a short prayer that is spoken once or repeated over and over again (either aloud or in a person's head) are thought to have a profound spiritual effect on the person. It is common to use prayer beads to mark the number of repetitions of a mantra. Mantras may also be displayed on a prayer wheel and repeated by spinning the wheel, or written on a prayer flag - in which case the prayer is repeated each time the flag moves in the wind. Prayer wheels can be tiny things that a Buddhist carries with them or enormous objects found in monasteries. These physical prayer devices are very common in Tibetan Buddhist communities.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p><i>Buddhism</i></p> <p>Anicca Anatta Bhikku Bhikkuni Dukkha Dharma Enlightenment Magga Meditation Metta Nirvana Nirodha Samudāya Sangha Siddhartha Gautama (Siddattha Gotama)</p>	<p>Teachers might use:</p> <p>Web</p> <ul style="list-style-type: none"> ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ www.reep.org.uk/gardens/buddhism - excellent wealth of information on Buddhist gardens pitched at secondary level. ▪ www.cleo.net.uk Excellent website on Buddhism, including “ask a Buddhist” and clips of UK Buddhists speaking about their beliefs. ▪ www.natre.org/db useable database of authentic material from pupils in the UK about their beliefs and its impact on their life. <p>Film and video</p> <p>“The Little Buddha” “Making of a Monk” –Teachers TV</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from considering the ideas of suffering, happiness and spirituality within Buddhism that enable deeper reflection by pupils on their own sources of happiness, suffering and spirituality in life; • Opportunities for moral development come from discussing and reflecting upon the Buddhist way of life in following the Eightfold Path; • Opportunities for cultural development come from looking at different traditions within Buddhism and learning about the corresponding ways of life, so that pupils can appreciate the diversity of life in the UK. 	

EXPECTATIONS: At the end of this unit...		
<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand key Buddhist teachings. (AT1) • Use the vocabulary learned in RE to show their understanding of the impact of Buddhist teachings on Buddhists in Britain and the wider world today. (AT1) • <i>Apply ideas from Buddhism and reflect on their own ideas about life, happiness and goals. (AT2)</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain the impact of Buddhist teachings on the lives of Buddhists in Britain and the wider world. (AT1) • Explain some similarities and differences between monastic and lay Buddhists and between different varieties of Buddhism. (AT1) • <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about purpose, life and happiness. (AT2)</i> 	<p>Pupils working at level 6 will be able to:</p> <ul style="list-style-type: none"> • Explain and analyse the effect and impact of Buddhist teachings on the lives of Buddhists in Britain and the wider world. (AT1) • Offer insight into the experiences and difficulties of being a Buddhist.(AT1) • <i>Thoughtfully and philosophically reflect on and critically evaluate the issues and ethics involved in questions about purpose, life and happiness. (AT2)</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit such as:

Pupils imagine that they work for a Public Relations Company which has been asked to design and produce a leaflet which explains what it means to be a Buddhist. The leaflet will be available in libraries, council offices etc.

The leaflet should be between 250 and 300 words and should EXPLAIN what it means to be a Buddhist, not merely DESCRIBE what a Buddhist does.

Pupils should be encouraged to give reasons and evidence to support their claims.

Success Criteria

Level 4

- *Describes practices and beliefs;*
- *Describes the impact Buddhism has on a person's life;*
- *Expresses some of own views and ideas on being a Buddhist.*

Level 5

- *Explains the impact beliefs have on being a Buddhist;*
- *Recognises differences and diversity in Buddhism;*
- *Clearly expresses own views, and the views of others, on the challenge of being a Buddhist.*

Level 6

- *Explains through the interpretation of beliefs, stories and ideas, the impact beliefs have on being a Buddhist;*
- *Explains the reasons for differences and diversity in Buddhism;*
- *Gives a very clear account of own views, and the views of others, making use of reasons, examples and insights into the challenge of being a Buddhist.*

Higher attaining pupils: To extend this work, pupils could apply their understanding of Buddhism to the situation in Tibet and the position and non-violent response of the Dalai Lama. Pupils could also consider why Buddhism is an increasingly popular religion in Britain today.

UNIT TITLE: Buddhism as a Living Religion: *What is it like to follow a Buddhist way of life in Britain today?*

Key Question: *What is the place of Buddhism in the UK and the world today?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To find out about the origins and spread of Buddhism.</p> <p>To understand the place and influence of Buddhism in the UK and the world.</p> <p>To reflect on their own preconceptions and understandings about Buddhism.</p>	<p>Starter: Pupils complete a 3 W's starter; Who, What and Why? This is done in response to a picture of a Buddhist man in saffron robes meditating. Share answers in pairs, then 4's. Briefly feed back.</p> <p>Pupils, in groups, then use a KWL Grid or QUADS grid to ask "What do you already know about Buddhism?" Groups share what they know and report back to class.</p> <p>Development: Display map and highlight region of the origin of Buddhism. Give origin date (in BCE) and brief details. Link to other religions: ask pupils which religions is Buddhism older and younger than.</p> <p>Then highlight places where Buddhism has spread. Introduce concept of diversity within Buddhism – start with visible example such as different coloured robes (Thailand – orange; Tibet – dark red; Zen – black).</p> <p>Display 2001 (or most recent) Census statistics. Ask pupils how many Buddhists there are in the UK? Where does this place Buddhism in relation to other religions? Establish that it is a small yet significant number. Develop understanding of significance of Buddhism in Britain by asking pupils about the influences of Buddhism on British society. Create a mind-map of ideas e.g. yoga, meditation, statues of the Buddha, martial arts films. Also discuss famous Buddhists, from Dalai Lama to celebrities (e.g. Orlando Bloom, Richard Gere etc).</p> <p>Think-Pair-Share: ask pupils to compose questions of things they would like to find out about Buddhism. Collect these together and refer to in future lessons/ use to tailor learning. Discuss how we might best go about answering these questions.</p> <p>Plenary: Read a short Buddhist story, e.g. "The Moon cannot be stolen" – discuss and analyse possible meanings and teachings to stimulate initial interest and understanding of Buddhism.</p>	<p>I can show understanding of the origins and spread of Buddhism and the number of Buddhists. (AT1 L4)</p> <p><i>I can pose and suggest answers to probing questions about the nature of Buddhism, relating my learning to my own and others' lives. (AT2 L5)</i></p>	<p><i>KWL Grid</i></p> <ul style="list-style-type: none"> - <i>What do I know already?</i> - <i>What do I want to find out?</i> - <i>What have I learned?</i> <p><i>QUADS</i></p> <ul style="list-style-type: none"> - <i>Questions</i> - <i>Answers</i> - <i>Details</i> - <i>Sources</i> <p><i>It is good practice to always use BCE and CE (Before Common Era and Common Era) when dealing with dates in RE.</i></p> <p><i>The best RE answers questions that are relevant to pupils themselves. Compiling a class questions poster to be displayed in class and referred to throughout the course of the unit will afford pupils a sense of ownership over what is being studied and will stimulate interest.</i></p>

Key Question: Who was Siddattha Gotama and how did he come to be the Buddha?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of Siddattha Gotama's early life.</p> <p>To show understanding of the significance of Gotama's experiences.</p> <p>To reflect on times when seeing suffering has affected them.</p>	<p>Starter: Consider contrasting images of Fat and Thin Buddha. Ask which one is the Buddha. Discussion will develop pupils' consideration of diversity within religion and of symbolism.</p> <p>Development: Read, or preferably watch, an account of the life of the Buddha. For example, extracts from the film "The Little Buddha" or a PowerPoint presentation which explores how Siddattha Gotama became The Buddha.</p> <p>Consolidate understanding of story - four key areas: life as a prince; the 4 sights; life as an ascetic (clarify key word); achieving enlightenment/ finding the middle way. Could record and develop this by asking pupils to create a poster for younger pupils consisting of 4 boxes for the 4 key areas – pupils to explain and illustrate the four stages using textbooks/ additional research to supplement and extend knowledge, followed by an explanation of how they believe Gotama's experiences led him to find enlightenment.</p> <p>Reflect upon and discuss what has been seen: For example:</p> <ul style="list-style-type: none"> - Have your parents ever hidden the truth from you to protect you? - Would you want to know the truth or be sheltered from it? - When have you seen suffering? How has it made you feel? Has it had an effect on your life? <p>Pupils record and develop this by selecting an example from a recent news story and writing up a reflection on how it made them feel and what it has led (or might lead) them to do.</p> <p>Plenary: Consolidate understanding of the Middle Way – e.g. Show 2010 "Clover" advert – ask pupils to explain how this can be linked to Buddhist teachings. Ask whether they agree or disagree that being in the middle is best.</p>	<p>I can explain how Siddattha Gotama's experiences led him to find enlightenment. (AT1 L5)</p> <p><i>I am able to reflect on the effects of witnessing suffering and express my insights.</i> (AT2 L4/5)</p>	<p><i>Teacher modelling of responses will encourage pupils to participate and be engaged.</i></p>

Key Question: How do the Buddhist “Three Marks of Existence” describe life and existence?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand how Buddhist teachings about the “Three Marks of Existence” describe and explain life.</p> <p>To understand key terms in relation to Buddhist beliefs.</p> <p>To reflect on philosophies about life and change.</p>	<p>Starter: Use a variety of philosophical quotes to stimulate ideas about how to describe life (including change and suffering).</p> <p>Development: Introduce concept of “Dharma” in Buddhism. Use example such as how to describe a pen. Ask which characteristics are the same for all pens. Link to question “What is existence?”, “What things are the same for everything that exists?”</p> <p>Introduce the Three Marks of Existence (Universal Truths) – Anicca (everything that exists will change), Dukkha (everyone will have to suffer at some time) and Anatta (no one stays the same for ever). Thinking about Anicca – describe 3 things that do not remain the same. Do you agree that everything is impermanent? Thinking about Dukkha – make 2 lists – 5 things that could make you happy; 5 things that make people unhappy. Compare the lists – Is there anything that you think could make you happy which could also make you unhappy? Thinking about Anatta – discuss the Five Skhandas (things that make up who you are).</p> <p>Plenary: Consolidate understanding by asking pupils to explain the three concepts in pictorial or written form.</p>	<p>I can explain the “Three Marks of Existence”. (AT1 L5)</p> <p><i>I can thoughtfully reflect on philosophical issues of life and impermanence, applying them to my own and others’ lives.</i> (AT2 L5)</p>	<p><i>Dharma is the word used by Buddhists to describe what Buddhism teaches about life – it can be thought of as describing the laws which govern life.</i></p>

Key Question: *What can we learn about Buddhism from story?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know and be able to interpret two Buddhist stories.</p> <p>To understand the Buddhist belief – ‘living in the moment’.</p> <p>To reflect on what ‘living in the moment’ means and how challenging or difficult it may be to ‘live in the moment’.</p>	<p>Starter: From an analysis of some of the sayings of the Buddha, invite pupils to identify some of the main features of Buddhist teaching. Reinforce/introduce some of the central concerns and ideas of Buddhism:</p> <p>True happiness is a search for a genuine well being; it is not merely pleasure. Craving possessions, consumerism and materialism offer no genuine sense of fulfilment; a life focused on possessions seems ultimately shallow. Concentrate on the here and now Living ‘in the moment’ is not the same as living ‘for the moment’; we live in this moment now because this moment now is the only moment we have, so enjoy it. It is not dwelling on the past or dreaming (or worrying) about the future. Our thoughts make our world True happiness depends only in small measure on the world out there; it depends much more on the attitudes we have in our head.</p> <p>Development: Working in pairs, invite pupils in half of the class to study the Buddhist story - ‘The River Bank’ and the other half to study ‘The Strawberry’ story. Suggest pupils read the story at least twice and give themselves at least one minute thinking time before discussing with their partner: ‘What do you think this story is telling us?’ and agreeing on an answer.</p> <p>Invite pupils in pairs to snowball their answer with another pair and, as a group of four, try to agree on a joint interpretation. Invite each group of four to report back to the whole class their understanding of the story they have studied.</p> <p>Encourage pupils to reflect on what is attractive or appealing or hard or difficult in living according to the message in the stories. Allow one minute of thinking time – invite the pupils to share their thoughts about the stories.</p>	<p>I can use developing religious vocabulary to describe and show understanding of Buddhist sources and beliefs. (AT1 L4)</p> <p>I can explain how religious sources are used to provide authoritative answers to ultimate questions in Buddhism. (AT1 L5)</p> <p>I can <i>apply ideas simply about happiness, craving possessions and living in the moment to my own and other people’s lives.</i> (AT2 L4)</p> <p>I can <i>express my own and others’ views on the key beliefs of Buddhism and the challenges it may bring to followers.</i> (AT2 L5)</p>	

	<p>Talk about what is challenging about living 'in the moment'? How true is it to say that true happiness depends only in a small way on the circumstances or conditions in which you live? Does having lots of money guarantee true happiness? Why? Why not? Does true happiness depend on feeling that you have achieved something worthwhile?</p> <p>Plenary: Discuss and feedback - How might the messages from these stories impact on the life of a Buddhist?</p>		
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Key Questions: *What are the Four Noble Truths? How can we achieve happiness?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know and be able to explain the Four Noble Truths.</p> <p>To be able to make use of examples from everyday life to explain an idea or a belief rather than just describe it.</p>	<p>Starter: Paired discussion – use happiness quotes to reflect upon and explore the concept of happiness. Feedback ideas in class discussion. Could use human continuum or human bar chart to enliven and engage discussion.</p> <p>Development: Organise the pupils into trios or groups. Introduce the Four Noble Truths. Arrange for one or two groups to consider the First Noble Truth, one or two groups to consider the Second Noble Truth and so on for the Third and Fourth Noble Truths.</p> <p>Ask each group to consider three statements which attempt to explain the Noble Truth they are focusing on. The statements should be printed onto three cards. Explain to the pupils that one way in which an idea or a belief can be explained (level 5+) rather than simply described (level 4) is by giving examples from everyday life. Such examples can be mini stories or narratives. They can be made up or may have actually happened. Good examples seem real; they are not fantastic but have the ‘ring of truth’ about them.</p> <p>The task for each group is to choose one statement out of the three which they think gives the best explanation of the Noble Truth they have been asked to consider; and then think of an example from everyday life that brings the statement alive and makes it even clearer. They may want to come up with a mini story.</p>	<p>I can explain and illustrate the Four Noble Truths and use an increasingly wide vocabulary. (AT1 L5)</p> <p><i>I can pose and suggest answers to, questions of identity, diversity, belonging, meaning, purpose and truth, values and commitments, relating them to my own and others’ lives. (AT2 L5)</i></p>	<p><i>Human continuum – pupils are asked to place themselves along a continuum by standing near to headings displaying - “Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree”. Views are then taken and debated. Pupils can move if views change after listening to various opinions.</i></p>

	<p>For example: The First Noble Truth is that there will always be some form of suffering or Dukkha in life. There is always a feeling that life is not perfect. An example from everyday life to make this clearer might be:</p> <p style="padding-left: 40px;">The case of a young man. He inherits a huge fortune from his father's business. However, although he has everything money can buy he goes through several unhappy marriages. Although he is happy for a while, he always ends up feeling that the women he meets or marries don't really want him for himself, but just want him for his money. He always ends up feeling discontent and feeling that his life is unsatisfactory.</p> <p>Groups share their stories and explanations with the class.</p> <p>Ask pupils individually to create a symbol for happiness. They might then write a short story/ poem/ acrostic about how wanting things can lead to unhappiness. Does wanting always lead to unhappiness? Do you think avoiding opposite extremes is the best way to be happy?</p> <p>Plenary: Is Buddhism more a religion about happiness or suffering? Pupils raise questions and suggest answers to this, applying learning from the lesson.</p>		
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Key Questions: *What are my goals in life? What is the Noble Eightfold Path?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on their own goals in life.</p> <p>To understand the teachings of the Noble Eightfold Path and explore what it means to follow this path.</p> <p>To explore concepts of nirvana and enlightenment.</p>	<p>Starter: What are your goals in life? How is this reflected in the way in which you live your life? Jot down and share ideas.</p> <p>Development: Introduce the Eight Points of the Noble Eightfold Path as a circular diagram which tells Buddhists how best to live. Explore the following ideas:</p> <ul style="list-style-type: none"> • The Path should not be seen as eight steps which have to be followed one after the other in numbered order. • Each part of the Path should be developed more or less together as far as the individual can manage. <p>The eight parts of the Path are often grouped into three sections: Wisdom – understanding what is ultimately real about human life; Morality – knowing that you must not cause harm to others; Concentration – having the right mental discipline to control your thoughts and feelings.</p> <p>In pairs, give an example to illustrate each teaching and reflect on what you think about each teaching (e.g. Would it be easy to follow)? Pupils report back – clarify misconceptions/ discuss examples and opinions.</p> <p>Introduce concepts of enlightenment, karma and nirvana. Discuss what is the problem with considering Buddhist “goals” (i.e. want leads to unhappiness).</p>	<p>I can explain what the Noble Eightfold Path means for Buddhists. (AT1 L5)</p> <p><i>I can thoughtfully reflect on my own goals in life and on Buddhist goals. (AT2 L5)</i></p>	

	<p>In groups, pupils choose two parts of the Eightfold Path.</p> <p>Prepare a series of questions (between 6 and 10) they would wish to ask a Buddhist. These questions should be related to the two parts of the Eightfold Path they have chosen. Anticipate and suggest possible responses and prepare a second list (between 6 and 10) of supplementary questions that they would like to ask. Share ideas as a class.</p> <p>Pupils then prepare a written statement (between 50-100 words) which explains what they believe the two parts of the Path that they have chosen mean. They should use examples from everyday life to help make their answer clear.</p>		<p><i>Could use AT2 development for homework - pupils to compile their own Eightfold Path for how to live.</i></p>
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Key Question: *What do Buddhists say about their faith?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know, if possible from first-hand experience, what Buddhists say about their faith and what it means to be a Buddhist.</p> <p>To reflect on their own views, and the views of others, on the challenge of being a Buddhist.</p>	<p>Arrange the room for the discussion with the visitor. Explain that, during the lesson, a Buddhist will come and speak to the class for about ten minutes on the topic 'What it means to be a Buddhist'. This will be followed by time when everyone will have an opportunity to put questions.</p> <p>Invite pupils to work in groups of three or four to share their questions from the previous lesson, to devise new questions as appropriate, and to agree what questions they should ask. Remind pupils that these questions should try to probe more deeply into what it means to be a Buddhist.</p> <p>Invite each group to share with the rest of the class the questions they have agreed. With the class as a whole, agree which questions will be put to the visitor and who will ask them. (Invite the class to think about what supplementary questions may be asked and who should ask them if needed.)</p> <p>Welcome and introduce the Buddhist visitor and invite them to speak or provide a presentation on what it means to be a Buddhist. Then, invite pupils to put the agreed questions.</p> <p>After giving pupils a moment to think quietly about what they have heard, invite them to share their responses to the following questions:</p> <ul style="list-style-type: none"> • What aspects do you find most attractive or appealing about Buddhism? • What aspects of being a Buddhist do you feel most uncertain or critical of? 	<p>I can describe the impact of religion on a Buddhist's lifestyle. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon Buddhist individuals and communities. (AT1 L5)</p> <p><i>I can raise and suggest answers to questions of identity, diversity, belonging, meaning, purpose, values and commitments in Buddhism. (AT2 L4)</i></p> <p><i>I can pose and suggest answers to questions of identity, diversity, belonging, meaning, purpose, values and commitments, relating them to my own and others' lives. (AT2 L5)</i></p>	<p><i>Ideally this lesson should be a face to face meeting with a Buddhist either:</i></p> <ul style="list-style-type: none"> • <i>by arranging a visit to a vihara, or;</i> • <i>by having a Buddhist speaker visit the school to meet with the students.</i> <p><i>Buddhist visitors can be arranged from Milton Keynes or Kelmarsh.</i></p> <p><i>If neither of these two learning opportunities can be arranged, students may alternatively:</i></p> <ul style="list-style-type: none"> • <i>Observe and discuss a digital video of one or more Buddhists being interviewed. (This can be additionally supported by the use of transcripts).</i> • <i>Read and discuss printed transcripts of Buddhists being interviewed, e.g. 'Reflecting on being Buddhist in Britain today' Chris Boxley's interview with Ajhan Sumedha, Abbot of Amravati Buddhist Monastery in RE Today magazine Spring 2007.</i> • <i>Interrogate video material on the web.</i>

<ul style="list-style-type: none"> • Are there some Buddhist ideas which have had an impact on your own views? • Are there Buddhist ideas which are very similar to your own views? • Do you think being a Buddhist is fairly easy or is it very challenging? Why? <p>Pupils then choose one of the four quotations below.</p> <p>'If you always think kindly of others then they will always take advantage of you.'</p> <p>'It must be very hard to be a Buddhist because they don't really have a God who is there to help them.'</p> <p>'We all rush around too much so there is a lot to be said for just sitting down for a while everyday and just being still.'</p> <p>'There is something shameful about being happy in a world where others are unhappy.'</p> <p>Pupils prepare a written response (between 50 – 100 words) to their chosen statement. They should remember to:</p> <ul style="list-style-type: none"> • explain their answer; • give reasons to support their view; • consider the differences which exist in Buddhism; • make use of examples from everyday life to bring their statement alive. <p>Plenary: One or two pupils share their responses. Discuss.</p>		<p><i>If pupils do have an opportunity to have a face to face meeting with a Buddhist, they should be appropriately prepared. Thought should be given to making the meeting as rewarding as possible:</i></p> <ul style="list-style-type: none"> • <i>Brief the visitor about the focus of the lesson, i.e. Emphasise the question 'What does it mean to be a Buddhist?' Usually it is helpful to let the visitor know what the pupils have learnt so far about Buddhism so that the visit is not merely a repeat of what the class has already been taught.</i> • <i>Decide who should greet the visitor, make the visitor feel welcomed and who should show them to the classroom. Who should thank the visitor on behalf of the class at the end of the visit and who should escort the visitor back to the school entrance?</i> • <i>Consider the layout of the classroom. Would a large circle or a horseshoe seating arrangement be helpful? Would it enable everyone to see and hear each other, help everyone feel that they are a part of the meeting and that they all have a contribution to make?</i>
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Key Question: *What is meditation and how does it help Buddhists?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know about Buddhist meditation.</p> <p>To understand why Buddhists practise meditation.</p> <p>To reflect on and to express their own personal response to meditation.</p>	<p>Starter: Invite pupils, working individually, to choose eight to ten statements from a selection of cards entitled ‘What is meditation?’ which they feel best explain what they think <i>meditation</i> is. Explain they are to use the cards to express their personal view. There should also be blank cards which they may wish to use to create their own statements. Emphasise the need to consider the reasons they have for their view. Encourage individuals to report back expressing their views about <i>meditation</i>.</p> <p>Development: Use pupils’ responses to explain the Buddhists’ view of meditation. E.g. Buddhists say that meditation is not about:</p> <ul style="list-style-type: none"> • shutting out everything; • giving all of one’s attention to God or to gods; • trying to draw power or energy from an outer force or a transcendent power; • just being quiet for a while having a cup of tea. <p>Buddhist meditation does have something to do with developing:</p> <ul style="list-style-type: none"> • calmness; • stillness; • peace; • loving kindness; • a controlled mind. <p>Explain that, in a simple sense, this could be demonstrated using an analogy. An analogy is when a likeness is suggested between two things. If something is not well known it may be suggested that it is like something which is well known.</p>	<p>I can use a developing religious vocabulary about Buddhism to describe and show understanding of Buddhist practices, beliefs and lifestyles. (AT1 L4)</p> <p>I can use accurate religious vocabulary to explain the impact of beliefs upon individual Buddhists and on Buddhist communities. (AT1 L5)</p> <p><i>I can apply Buddhist ideas about meditation simply to my own and other people’s lives. (AT2 L4)</i></p> <p><i>I can express my own and others’ views on meditation and on the challenges of belonging to a religion. (AT2 L5)</i></p>	<p><i>Create about twenty statements typed on cards about meditation such as:</i></p> <ul style="list-style-type: none"> - <i>“Meditating can help to relieve stress”;</i> - <i>“Meditation is only for religious people,” etc.</i>

	<p>Demonstrate by taking a small bottle of fizzy water and shaking it. As you shake the bottle, explain that each day things may happen which may cause any one of us to be irritable or annoyed, for example, you miss the bus and arrive late, your drink leaks in your bag, you overhear 'a friend' bad mouthing you behind your back. Such events 'shake' us up and pressure may develop inside. If we suddenly release that pressure, we may explode. Release the top slightly but safely, for example, out of a window.</p> <p>Put the fizzy bottle down and allow the water to settle and explain that, by being still, and taking time to meditate on what has made you irritable, the pressure or tension inside may be released safely.</p> <p>Explain this is a little bit like Buddhist meditation. Buddhists claim that meditating can help to release pressure or tension and by doing so they acquire inner calm and peace.</p> <p>Point out weaknesses in the analogy or ask the pupils to think about how the analogy is not an exact likeness to what Buddhists believe Give them a clue by inviting them to think about the story of The River Bank and the two monks, e.g. Buddhists would talk about avoiding pressure at the time when irritation may arise so that irritation is not bottled up and released later by meditating.</p> <p>Settle pupils until they are relaxed and quiet. Disclose a figure of the Buddha and place it where everyone can see it. Invite pupils to focus on it in silence for two minutes and then invite them to share with a partner how they felt during the silence. Explore what it might have helped them to do.</p> <p>Explain that some Buddhists sit in front of objects, often Buddha figures, to aid their meditation. This may help them to focus on the Buddha's teaching of 'doing no harm to others' or developing 'loving kindness'. This would be an example of abandoning faulty states of mind (like cynicism) and cultivating positive or helpful ones, like thinking kindly of others.</p> <p>Meditating in front of flowers, some of which may be losing their petals or turning brown, may aid awareness of the Buddha's teaching that nothing is permanent and that death comes to all of us. This would be an example of developing mindfulness. Buddhists believe nothing is permanent; death cannot be avoided, but instead of allowing this to give rise to a depressed view of life, they try to take the moment and find something positive in the moment they are living in now.</p>		<p><i>Analogy is often used to explain something to make it clearer. A description of something often keeps to the facts and no use is made of analogy. Talk about the use of analogy in their work. An explaining answer may well use an analogy or several analogies.</i></p> <p><i>Participation in Experiential RE should afford pupils the scope to opt out on religious grounds, though teachers should be clear that the experience is not about worship.</i></p>
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	<p>The Buddha practised meditation and taught that it could help a person to be more positive. Buddhists follow the Buddha's teaching and practise what he did.</p> <p>To help understand meditation, invite the class to try a stilling activity. Explain that a stilling activity is NOT the same as meditation. However, the experience of stilling may give some insight into what the experience of meditation is like. Secure pupils' general consent. If anyone expresses reservations suggest that they might wish to simply watch and perhaps share their thoughts afterwards.</p> <p>Explain that the stilling activity will last for two to three minutes. Invite pupils to sit in an alert but relaxed position, sit straight in their chairs and make themselves comfortable. They may place their hands on their laps or on the desk. They may find it helpful to close their eyes.</p> <p>Ask them to focus so that they are only aware of their breathing. Suggest that they do not pay attention to stray noises but be aware only of their breathing in, and their breathing out. If they find themselves thinking about something else, they should not get annoyed with themselves, but notice instead what has happened and simply go back to the activity of being aware of only one thing, their breathing.</p> <p>Depending on how well the pupils respond, attempt to sustain the activity for two to three minutes.</p> <p>When the stilling activity ends, ask the pupils how they felt about the experience? Did they find it difficult? Was this surprising? Did they find themselves thinking about other things? Was the experience positive or negative? Did they find it calming?</p> <p>Invite them to reflect on this experience compared to the earlier time focusing on the Buddha figure.</p> <p>Summarise some of the key beliefs Buddhist have about meditation. Buddhist meditation is about:</p> <ul style="list-style-type: none"> • mindfulness, being focused on the moment; • controlling the mind, so that the mind can be stopped from whizzing off in all sorts of directions; • controlling the mind, so that negative states of mind (e.g. being sarcastic) can be replaced with more positive states of mind (e.g. thinking kindly of others); • developing attitudes which carry over into daily life (e.g. remembering that nothing is permanent, so attachment to things can ultimately only make you frustrated and unhappy). 		
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	<p>Invite pupils, working in pairs or in a group of three, to repeat the card sorting activity about meditation but this time the task is to find the eight to ten cards which best express what a Buddhist would say about meditation rather than the pupils' personal views.</p> <p>Invite groups of pupils to report back on what statements they have chosen to explain Buddhist meditation.</p> <p>Plenary: Encourage a discussion of meditation in general. Do pupils think meditation is a worthwhile activity? Is it little more than just having a break? Is it a waste of time? Have their views about meditation changed in some way?</p>		
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Key Question: *What is it like to be a part of the Monastic Sangha?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the nature of the Sangha.</p> <p>To understand what it means to be a Bhikkhu or a Bhikkuni.</p> <p>To reflect on their own safe places.</p>	<p><u>Starter:</u> Safe Places. Introduce 3 Refuges of Buddhism and key word “Sangha”. Pupils to reflect on their own safe places – People who take care of you/ any rules to follow/ what makes this a safe group to be in?</p> <p><u>Development:</u> Develop understanding of Sangha and Monastic Sangha. Clarify key terms Bhikku and Bhikkuni.</p> <p>Consider why people become monks/nuns. Contrast with Christianity – i.e not necessarily for life. Consider wider social/ cultural reasons as well as religious. Watch interview with a Bhikku (e.g. “Making of a Monk – Teachers’ TV video) and/ or invite a visiting speaker in. Carefully prepare for speaker – could come up with questions based on ethnographical model of different aspects: Individual, Group, and Wider Tradition.</p>	<p>I can pose probing questions in order to understand and display empathy towards what it is like to be a Bhikku/Bhikkuni. (AT1 L5)</p> <p><i>I am able to thoughtfully express reflections on safe places. (AT2 L5)</i></p>	

Key Questions: *What is it like to be a lay Buddhist? Is it easier to be a Buddhist monk or nun than to be a lay Buddhist?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the impact of faith on the lives of lay Buddhists.</p> <p>To compare the lives of monks/nuns with lay Buddhists.</p>	<p>Starter: Introduce pupils to a variety of individual Buddhist accounts: For example, use the NATRE database to research authentic insider voices from UK Buddhism. Alternatively use www.cleo.net.uk which has lots of clips of Buddhists speaking about their faith. Ask pupils to consider the key question of the impact of faith on their lives (how does belief affect actions, e.g. vegetarianism, pacificism etc).</p> <p>Development: Consider the statement: "It is easier to be a Buddhist monk or nun rather than a lay Buddhist." Sort card task of information on lay Buddhists and Buddhist monks. Pupils work in groups to decipher the evidence to answer the question.</p> <p>Pupils write up responses using writing frame (e.g. What/ Agree/Why/On the other hand/So?)</p> <p>Plenary: Pupils read out written responses and class discuss to consolidate and deepen understanding.</p>	<p>I can describe the impact of religion on a Buddhist's lifestyle. (AT1 L4)</p> <p>I can explain how beliefs impact on actions and lifestyles. (AT1 L5)</p> <p>I can compare and contrast the lives of lay and monastic Buddhists, employing skills of empathy and critical thinking in order to evaluate which I feel is the easiest, and expressing some of the challenges of belonging to a religion. (AT1/2 L5)</p>	

Key Questions: How do Buddhist gardens reflect Buddhist beliefs? How would I design a Buddhist garden? Are gardens a fitting setting for Buddhist teachings?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand how the design of Buddhist gardens link to Buddhist beliefs.</p> <p>To explore the concept of spiritual places and reflect on the value and importance of Buddhist gardens.</p> <p>To creatively develop their own garden design.</p>	<p>Starter: Where do you go to think/reflect? Think-Pair-Share or if class needs more support give options for pupils to choose from (e.g. a beach, a shopping centre, a classroom, their bedroom, a field etc). Discuss the characteristics of these places – e.g. quiet, calm, in nature, away from normal life concerns, etc. This could lead on to consideration of the word “spiritual”. Introduce Buddhist gardens – important places for spiritual reflection and meditation. Show pictures of different Buddhist gardens from around the world (highlight diversity within religion from different garden designs).</p> <p>Development: Introduce task to research and design own Buddhist garden. Pupils use www.reep.org.uk/gardens/buddhism to research different Buddhist gardens and their features. Pupils should:</p> <ol style="list-style-type: none"> 1. Make a list of things to include in their garden. 2. Plan their design to incorporate different teachings in as many ways as they can. (E.g. Is there something special in the middle? Is the pathway particularly windy to represent a Buddhist teaching?) 3. Write a justification of their design. 4. Consider whether gardens are a fitting setting for Buddhist teachings. <p>Plenary: Show/ discuss/ evaluate pupils’ garden designs.</p>	<p><i>I can creatively apply Buddhist teachings to a garden design. (AT2 L4)</i></p> <p><i>I can reflect on the characteristics of spiritual places and explain why gardens may be a fitting setting for Buddhist teachings. (AT2 L5)</i></p>	<p><i>This lesson is an optional addition but can encourage deeper understanding and provides opportunities for spiritual development.</i></p> <p><i>The task can be developed into an extended homework, if appropriate.</i></p>

Key Question: *What terrible dilemma did Aung San Suu Kyi face and how did her Buddhist faith give her a sense of purpose?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know about Aung San Suu Kyi and consider her dilemma.</p> <p>To explore how Buddhism can provide its followers with a sense of purpose.</p> <p>To reflect on their own ideas about purpose in life.</p>	<p>Starter: What's the biggest decision you've made in the last month? What happened because of your decision?</p> <p>Development: Introduce Aung San Suu Kyi. Explain the background to her situation in Burma. Set up the dilemma she faced in 1999 – should she return to Britain to see her terminally ill husband or should she stay in Burma to continue to try to lead her people to freedom? Issue groups with advice cards on what she should do – pupils should decide which are the most/least useful and use them to decide what she should do. Feedback ideas in class discussion.</p> <p>Tell pupils her decision (to stay). Introduce Buddhist Meditation passage to which she turned to give her the purpose to stay (from Bodhicaryavatara ch. 3). Discuss each line and its meaning. Key point: live compassionately. Clarify meaning of “compassion”. Link to religion and purpose in life in general.</p> <p>Ask pupils if there a particular prayer/ teaching/ quote/ song/ poem that they have turned to in their life which has helped to give them purpose. Explain how it helped.</p>	<p>I am able to explain Aung San Suu Kyi's dilemma and the reasons for her choice. (AT1 L5)</p> <p><i>I can thoughtfully reflect on important teachings and sources of guidance in my own life, expressing what inspires and influences me.</i>(AT2 L5)</p>	<p>See <i>RE Today</i> material for a more detailed lesson plan and further teaching ideas on Aung San Suu Kyi's dilemma. (www.retoday.org.uk)</p> <p>Teachers could also opt to examine the case of the Dalai Lama and Tibet as an example of Buddhism in the world today.</p> <p><i>Pupils could complete this task for homework and present their choices in the following lesson.</i></p>

Key Question: *What does it mean to be a Buddhist?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To share and clarify ideas which might provide an answer to the question: 'What does it mean to be a Buddhist?'</p> <p>To provide pupils with an opportunity to undertake and complete an assessment.</p>	<p>Introduce the assessment task, as below (and refer back to the detail at the beginning of the unit). Pairs share ideas and talk about:</p> <ul style="list-style-type: none"> • key ideas, the important Buddhist beliefs which help explain how a Buddhist views life; • particular specialist words they might want to use, e.g. enlightenment, discontent (dukkha), loving kindness (metta), mindfulness, meditation; • the structure; their individual plans; how they are going to start; whether they have an outline with some main headings; • the everyday examples, analogies, quotations or stories which they intend using; • how they intend explaining similarities and differences between Theravada Buddhists and Mahayana Buddhists, or between ordained Buddhist monks and nuns and lay Buddhists, and how they will explain the significance of these differences; • whether they find Buddhism to be attractive or appealing or unappealing in some way and how they will explain their response; • whether they think being a Buddhist is difficult and why or why not. <p>Assessment Task Design and write a leaflet which explains what it means to be a Buddhist. The leaflet should be between 250 and 350 words. It may contain pictures but the key thing is that they should try to explain what it means to be a Buddhist. The assignment should not simply describe what Buddhists do. Where possible, personalise arrangements, taking into account pupils who have special educational needs, for example:</p>	<p>I can use a widening religious vocabulary to show that I understand key Buddhist teachings. (AT1 L4)</p> <p>I can use the vocabulary learned to show my understanding of the impact of Buddhist teachings on Buddhists in Britain and the wider world today. (AT1 L4)</p> <p>I can explain the impact of Buddhist teachings on the lives of Buddhists in Britain and the wider world. (AT1 L5)</p> <p>I can explain some similarities and differences between monastic and lay Buddhists and between different varieties of Buddhism. (AT1 L5)</p>	

	<ul style="list-style-type: none"> • Pupils with special needs may not be able to undertake a writing assignment. Can such pupils be supported by the use of a teaching assistant? • Can arrangements be made for pupils so that the assignment can be undertaken orally with their answer being recorded? • Can pupils who feel more comfortable using word processing equipment be accommodated? • Pupils who have difficulty in organising their ideas both verbally or in writing may be supported by the use of a writing frame. <p>Following the assessment: Ask pupils to talk about what they found challenging or difficult about the task. Encourage them to express their responses to exploring Buddhism; to what extent it was rewarding and interesting. What do they feel they have learnt from Buddhism?</p>	<p>I can explain and analyse the effect and impact of Buddhist teachings on the lives of Buddhists in Britain and the wider world. (AT1 L6)</p> <p>I can offer insight into the experiences and difficulties of being a Buddhist. (AT1 L6)</p>	
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