

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year B RE and World Views – Buddhism

Key Question (to be used all year): Is life like a journey?

Focus Question (for this investigation): What do we mean by a 'good life'?

PoS aims from Lancashire SACRE:

- *Key features = the Buddha, The Four Noble Truths, The Eightfold path*

This unit will enable you to explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. You will find out about the life experiences that started Prince Siddhartha's journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. You will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the change of leaving primary school.

You should be able to refer to other religions and worldviews that they have studied when discussing how beliefs and values might give people guidance and support to enable them to live a 'good' life.

Prior Learning (what pupils already know and can do)

This unit will build on your prior learning about life as a journey and deepen their understanding of how people might cope with change and difficulties in life.

Long-term Learning (what pupils MUST know and remember) End Goals

- To retell the story of the life of Prince Siddhartha and link this to Buddhist beliefs and teachings about The Four Noble Truths
- To simply describe The Four Noble Truths:

Noble Truth	Buddhist word	Meaning
The truth of suffering	Dukkha	Accepting that all life is impermanent and imperfect, and that it involves suffering (frustration or dissatisfaction).
The truth of the origin of suffering	Samudaya	Knowing that there are things in life that cause suffering, for example desire, which is the need for things to be a certain way.
The truth of the end of suffering	Nirodha	Understanding that suffering can be ended if we detach ourselves from craving and desire.
The truth of the path to the end of suffering	Magga	Knowing that there is a way to end suffering: the Noble Eightfold Path.

- To describe and explain how the Eightfold path gives Buddhists a path they can follow as a guide through life, to end suffering.
- To know that Buddhists use the Eightfold Path to help them make decisions and choices in life, with an ultimate goal of Nirvana.
- To describe some of the primary teachings of the Eightfold path, as follows:

- **Right View or Right Understanding:** Insight into the true nature of reality
- **Right Intention:** The unselfish desire to realize enlightenment
- **Right Speech:** Using speech compassionately
- **Right Action:** Using ethical conduct to manifest compassion
- **Right Livelihood:** Making a living through ethical and nonharmful means
- **Right Effort:** Cultivating wholesome qualities and releasing unwholesome qualities
- **Right Mindfulness:** Whole body-and-mind awareness
- **Right Concentration:** Meditation or some other dedicated, concentrated practice

- To understand that the core values of the Eightfold Path are **ethics, meditation and wisdom.**
- To understand that Buddhists focus on how they behave (ethics) as by clearing themselves of bad thoughts they will be in a better position to meditate.
- To know that Meditation leads Buddhists to gain wisdom, as by acting in a morally and ethical way, Buddhists

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can grow their wisdom.

- To know that Buddhists believe that meditation leads to enlightenment and ultimately nirvana.

Disciplinary knowledge (on-going for the year)

- Analyse beliefs, teachings and values and how they are linked
- Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life
- Explain the impact of beliefs, values and practices – including differences between and within religious traditions
- Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences
- Explain differing ideas about religious expression
- Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging
- Discuss how people change during the journey of life
- Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments
- Develop own views and ideas in response to learning
- Demonstrate increasing self-awareness in their own personal development

Key Vocabulary

Prince Siddhartha- the founder of Buddhism

The Four Noble Truths- four guiding principles (see End Goals)

Eight-Fold Path- central to the Buddha's teachings to alleviate suffering

Dharma- duty fulfilled by observance of law or custom

Karma- Buddhist belief that their actions today impact their happiness in the future

Samsara- the cycle of life, death and rebirth

Karuna- compassion for others

Meditation- used by Buddhists to achieve a sense of peace and enlightenment

Virtue- anything that causes happiness

Nirvana- the final goal of Buddhism- a transcendent state in which there is neither suffering, desire, nor sense of self, and the subject is released from the effects of karma and the cycle of death and rebirth

Contentment- to be happy and fulfilled

Wisdom- the quality of having experience, knowledge, and good judgement; the quality of being wise

Enlightenment- the action of attaining spiritual insight

Session 1: What do we mean by a 'good life'?

Children will ask questions, discuss and explore the idea of contentment and what a 'good life' might mean. They will explore the concepts of desires, greed and satisfaction and how they can affect a person's happiness in life.

Suggested activities

- Research the meaning of the word '**contentment**' – is it the same as happiness, or something different?
- Share the extract from Roald Dahl's "Charlie and the Chocolate Factory" where Veruca Salt's golden ticket is found or watch clip at https://www.youtube.com/watch?v=9_s-OrWz_Z8
- Discuss whether the children think that Veruca's dad was being a good parent in the scene. Did getting the thing that Veruca said she really wanted make her happy? (*A possible follow up activity in Guided Reading could be to read and analyse the extract of the factory tour where Veruca's desire for one of Wonka's squirrels leads to her demise.*)
- Ask children the question – 'What do we mean by a good life?'
- Ask children to make a mind map of what they need to be happy/content in life. Give them time to reflect on their mind maps. Have they included any values or rights? Why do they think people often want more rather than being satisfied with what they have? How does this desire for more affect our happiness?

Vocabulary = contentment, happiness, fulfilment

Session 2: Who was Prince Siddhartha and how did his experiences shape his journey through life?

Children will be introduced to the Dharmic religion of Buddhism and will explore the origins of the religion through the story of Prince Siddhartha.

Core knowledge

- To retell the story of the life of Prince Siddhartha and link this to Buddhist beliefs and teachings about The Four Noble Truths

Suggested activities

- Share the story of **Prince Siddhartha** at <https://www.bbc.co.uk/programmes/p010xtz3>

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- Pause at the point where Prince Siddhartha describes how, despite having everything he is not content. What had his father tried to protect him from? How had he done this? Was he being a good parent?
- Watch the end of the clip and identify the things that Prince Siddhartha saw on his journey that were new and challenging to him. Ask the children to reflect on what each experience taught Prince Siddhartha – they could do this by writing his diary entry for the evening after his experiences or create a table/diagram to reflect and explain.

Vocabulary = suffering, virtue, contentment

Session 3: What are the Four Noble Truths and how do these impact on the life of Buddhists?

Children will learn about the Four Noble Truths, which are the foundations of the Buddhist religion. Children will explore how these truths impact the lives of Buddhists.

Core knowledge

- To simply describe The Four Noble Truths

Suggested activities

- Find out about the Four Noble Truths. <https://www.youtube.com/watch?v=TK-MbNj83NM> and <https://www.youtube.com/watch?v=bgcbQnL6-BQ> are useful videos, but are challenging in places, so will need some discussion and explanation. This may also be helpful <https://www.clear-vision.org/Schools/Students/Ages-12-14/Four-noble-truths.aspx>. See end points for detail.
- Summarise their understanding of these noble truths through art.

Vocabulary = Four Noble Truths, suffering, ethics, meditation, wisdom

Session 4: How does the dharma wheel guide a Buddhist through life?

Children will learn the primary teachings of the Eightfold Path and how it connects to the Four Noble Truths and the ultimate aim of all Buddhists (Nirvana).

Core knowledge

- To describe and explain how the Eightfold path gives Buddhists a path they can follow as a guide through life, to end suffering.
- To know that Buddhists use the Eightfold Path to help them make decisions and choices in life, with an ultimate goal of Nirvana.
- To describe some of the primary teachings of the Eightfold path, as follows:
 - Right view
 - Right intention
 - Right speech
 - Right action
 - Right livelihood
 - Right effort
 - Right mindfulness
 - Right concentration
- To understand that the core values of the Eightfold Path are **ethics, meditation and wisdom**.

Suggested activities

- The fourth Noble Truth teaches that, to achieve **virtue**, happiness and eventually **Nirvana**, the **Eightfold Path** should be followed. Watch <https://www.youtube.com/watch?v=RLS81XFzaWw> See end points for detail.
- Remind children that dharma is 'duty fulfilled by observance of law or custom'
- Show a dharma wheel where the Eightfold Path is represented as a wheel with parts of the Path labelled as spokes. Discuss and match statements giving modern examples to the correct part of the path. Where does the Path lead a Buddhist? How does it help them to live in a positive way and share this happiness and **contentment** with others?
- Pupils to create and annotate their own dharma wheels giving examples from everyday life.

Vocabulary = The Eightfold Path, Nirvana, dharma, virtue,

Session 5: How does meditation help Buddhists to live a good life?

Children learn how meditation helps and guides Buddhists to live a 'good life'. They will connect their learning to the previous sessions on the Eightfold Path and will explore the power of meditation for Buddhists.

Core knowledge

- To understand that the core values of the Eightfold Path are **ethics, meditation and wisdom**.

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- To understand that Buddhists focus on how they behave (ethics) as by clearing themselves of bad thoughts they will be in a better position to meditate.
- To know that Meditation leads Buddhists to gain wisdom, as by acting in a morally and ethical way, Buddhists can grow their wisdom.
- To know that Buddhists believe that meditation leads to enlightenment and ultimately nirvana.

Suggested activities

- The path of right concentration is sometimes translated as **meditation**. Meditation aims to still the mind so that the person doing it can become fully aware. Daily meditation is important for Buddhists in their aim of achieving nirvana and they often choose to start their day by meditating.
- Lead the children in some guided meditation. <http://www.buddhanet.net/e-learning/buddhism/meditate/guide.htm> provides ideas for several simple exercises that are suitable for the classroom.

Vocabulary = meditation, enlightenment, The Eightfold Path

Session 6: What do we mean by a 'good life'?

Children will reflect upon the key Buddhists beliefs and will explore how they support Buddhists to live a good, content, and happy life. Children will further discuss how non-Buddhists might take guidance from the Buddhist religions e.g., the Eightfold Path or meditation.

Suggested activities

Revisit this key question through the following activities:

- Reflect on happiness. Is it something that we can control? Who or what affects our happiness?
- Ask the children to choose a shape or line to represent a path for their life as they prepare for the change of leaving primary school and starting secondary school. What challenges could there be that will affect their happiness? Who or what could help them to overcome these?
- Discuss what the phrase 'A good life' means to them now in the light of their exploration of this enquiry.
- How might non-Buddhists benefit from exploring the dharma wheel? What can non-religious people take away?

Vocabulary = happiness, virtue, contentment

Future learning this content supports:

As year 6 children move to high school, this unit will help them think about the challenges they will face and ways in which they can overcome this. As this unit takes place around the SATs, there will be opportunities to meditate and think about meditation; supporting children at this time.

The following unit is about landmarks in life so this will underpin the consideration of next steps in life and how to deal with change and challenge.