



KS2 Religious Education Year 5 Summer 1 – 7.5 hours

Theme/Unit: Wesak

Key concept: Enlightenment

Enquiry: *Is it possible to achieve true enlightenment?*



Unit Summary:

Children will understand who Buddha is and how and why he became Enlightened. They will consider how in their life that they become enlightened.

Prior Knowledge:

Children will have looked at ceremonies and festivals so will be able to use knowledge of these to predict what a Buddhist festival might be about.

Year 5/6 Objectives:

- Communicate** Children and young people can explain their own responses to the human experience of the concepts explored.
- Apply** They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
- Enquire** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religions studied.
- Contextualise** They can explain how these concepts are contextualised within the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Talking with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues raised.

Key Vocabulary:

Enlightenment	To gain knowledge
Buddha	The man who followed the path to Enlightenment
Wesak	Buddhist Festival to celebrate Buddha
Bodhi Tree	Large, ancient, sacred fig tree
Festivals	A period of celebration which is usually religious
Shrines	a place regarded as holy because of its associations with a divinity or a sacred person or relic, marked by a building or other construction
Temples	Building devoted to the worship of a God(s)
Monks	a member of a religious community of men typically living under vows of poverty, chastity, and obedience.

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.

Text drivers/Resources:

- Resources available to borrow from the RE Centre (tel 01962 863134)
- Clearvision DVD: *Buddhism for KS2 – Programme 4 Wesak* (<http://www.clear-vision.org>)

- CD-ROMs, websites, books on Wesak celebrations.

5-Step Enquiry: <i>Is it possible to achieve true enlightenment?</i>		Assessment
Step 1	<p>Enquire: <i>What does enlightenment mean?</i> Introduce the term <i>enlightenment</i>. Elicit from children anything that they might already know or suppose from the word. Using questioning skills, identify key (open) questions they would like to ask (who, what, when, where, why, how) and record them on a class or small group mind map. Show pictures of the Buddha under the bodhi tree. Tell the story of his long search and his attainment of <i>enlightenment</i>. Are children now able to describe the meaning of <i>enlightenment</i>? They can write descriptions in pairs.</p>	<p>Basic:</p> <ul style="list-style-type: none"> • Discuss the eightfold path • How easy/difficult it would be to follow all of those 'rule's • Pick 2 and explain simply. <p>Learned:</p> <ul style="list-style-type: none"> • Identify on the Eightfold path which 2 would be the 'easiest' to follow and the two 'hardest' to follow. • Explain what they mean and why they have put them in that category. • Use a word bank to help <p>Deeper:</p> <ul style="list-style-type: none"> • Create a for and against motion for 'Can all Buddhists attain Enlightenment' • Children reflect on both sides of the argument. • Choose one side and present this to the class
Step 2	<p>Contextualise Explore the celebrations of Wesak which remember the Buddha's birth, <i>enlightenment</i> and death. Children explore the different ways a Buddhist would go about celebrating the festival of Wesak. Prepare for a Wesak role-play celebration in the class room. <i>What part of the celebrations would help Buddhists to focus on enlightenment?</i> Discuss. Enquire whether this would be the same for monks and lay people.</p>	
Step 3	<p>Evaluate: <i>What is the importance of enlightenment to a believer?</i> Consider why <i>enlightenment</i> is so important to Buddhists. Review some of the Buddha's insights and revelations and how these influence the daily lives of Buddhists (eightfold path). <i>Do you think that enlightenment is a realistic goal for Buddhists?</i> <i>Can all Buddhists attain enlightenment?</i> Discuss.</p>	
Step 4	<p>Communicate Children consider a situation in which they have achieved <i>enlightenment</i> to a certain degree (eg: the <i>I get it</i> moment in mathematics, or finding out a long-kept secret). <i>What was it? How did you feel?</i> Share with a neighbour or in class discussion. <i>Do you think that it is possible for you to achieve true enlightenment as the Buddha did?</i> <i>Why/why not?</i> Have a class discussion about the merits of <i>enlightenment</i>.</p>	
Step 5	<p>Apply: <i>How does enlightenment affect mine and others' lives?</i> Pupils consider moments of <i>enlightenment</i> in their experience. <i>How did that change things?</i> (more confident, could move on, felt as if a problem was solved, etc?) <i>Is enlightenment always good?</i> Discuss.</p>	

