



## KS2 Religious Education Year 5 Summer 2 – 7.5 hours

Theme/Unit: Sangha

Key concept: Community

Enquiry: How do we show community in our lives?



### Unit Summary:

Children will understand what Sangha is and why it is important to a Buddhist. They will think about the community of Buddhism and reflect on the community they are in as they move forward into year 6.

### Prior Knowledge:

Children will know who Buddha is and how he became Enlightened. They will know where Buddhists pray and some of the festivals that are important.

### 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:

Sangha	The Buddhist community
Community	A group of people who have the same core values
Commitment	Being part of something and always doing it
Festival	A period of celebration which is usually religious
Celebration	An enjoyable activity shared with friends and family
Nun	a member of a religious community of women, typically one living under vows of poverty, chastity, and obedience.
Priest	a person who performs religious ceremonies and duties in a non-Christian religion.
Alms bowl	Hard back earthen bowl for begging

**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:

- laptops
- CD-ROMs, websites, books on Sangha celebrations.

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5-Step Enquiry: <i>How do we show community in our lives?</i>		Assessment
Step 1	<b>Enquire: What does Sangha mean?</b> Ask children what Sangha could mean. Tell them that it is a festival but what might it be for? Give them pictures that represent community and ask them what the word Sangha could mean given the pictures that they can see.	
Step 2	<b>Contextualise</b> Sangha Day is the second most important Buddhist festival. It is a celebration in honour of the Sangha, or the Buddhist community. For some Buddhists Sangha refers only to monks and nuns. It is a chance for people to reaffirm their commitment to Buddhist practices and traditions. Look at the lives of monks, nuns, priests and symbols of the robe, bowl, shaven head.  Explain what community means within the context of Buddhism.	
Step 3	<b>Evaluate: What is the importance of community?</b> Why would community be important to Buddhists? How is community important to us? Why is it important? How do we show community in our lives? School, outside of Purbrook, within clubs and groups.	
Step 4	<b>Communicate</b> How can we show community ourselves? Coming together – jigsaw pieces. Children to discuss images that could show community within Purbrook Junior School. Create a list together of images that they could create. Individually or in groups, children can use oil pastels or any other form of media to create an image which they will bring together to create a patchwork group.	
Step 5	<b>Apply: How does community effect mine and others' lives?</b> Come together to bring the class picture together and ask how they've felt about coming together as a class. What are their feelings towards their community of their own class being broken next year? How can we redesign a new community in year 6?	

