



KS2 Religious Education Year 6 Spring 1 – 7.5 hours

Theme/Unit: Bhavana

Key concept: Way of life

Enquiry: Is structure good for us?



Unit Summary:

In this unit, children explore the many practices of the Buddhist way of life and consider the importance and reasoning behind each activity/belief. They discuss if these practices and structures really help people of live a full and happy life and compare these to their own life practices.

Prior Knowledge:

Children will know about the rules a Buddhist would follow in their life and some symbolism of the religion. They know stories about the Buddha and why Buddhist follow his teachings.

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:

Buddhism	Buddhism encompasses a variety of traditions, beliefs and spiritual practices largely based on original teachings attributed to the Buddha.
Meditation	Meditation is a practice where an individual uses a technique – such as mindfulness, or focusing the mind on a particular object, thought, or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state.
Lotus Flower	In Buddhist symbolism, the lotus represents purity of the body, speech and mind, as if floating above the murky waters of material attachment and physical desire. According to legend, Gautama Buddha's first steps made lotus flowers appear everywhere he stepped.
Bodhi Tree	The Bodhi Tree or Bodhi Fig Tree was a large and ancient sacred fig tree, also called the Bo Tree, located in Bodh Gaya, Bihar, India, under which Siddhartha Gautama, the spiritual teacher who became known as the Buddha, is said to have attained enlightenment.
Wheel of Life	The bhāvacakra is a symbolic representation of saṃsāra. It is found on the outside walls of Tibetan Buddhist temples and monasteries in the Indo-Tibetan region, to help ordinary people understand Buddhist teachings.
Buddhist Temple	In Buddhism there is no single place of worship. This is because Buddhists can worship in the home or in the temple. Although Buddhists show devotion at home, they also use the temple as this is the heart of the community

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:

- <http://buddhists.org/buddhist-art/the-bodhi-tree/>

- <http://buddhists.org/buddhist-symbols/the-meaning-of-the-lotus-flower-in-buddhism/>

5-Step Enquiry: <i>Is structure good for us?</i>		Assessment
Step 1	<p>Enquire: What is the meaning of 'way of life'</p> <p>Define what way of life could be. Discuss their way of life on a day-to-day basis and compare to other religions that they may have heard of.</p>	<p>Basic:</p> <ul style="list-style-type: none"> • Children have the chance to meditate • Create a bank of words about how this feels <p>Learned:</p> <ul style="list-style-type: none"> • Create own symbols which represent their way of life • Can they take anything from the Buddhist way of life to add to their own life? • Explain what their symbol means <p>Deeper:</p> <ul style="list-style-type: none"> • Investigate different symbols across Christianity, Judaism and Buddhism. What are the similarities/differences? What does this tell us about religion? • Create a presentation to show cross-religion
Step 2	<p>Contextualise: What is the 'way of life' for Buddhists?</p> <p>Discuss with children that Buddhists follow many ways of life and many paths Buddhism isn't a religion to follow but a way of life for someone to act and this can take many forms such as meditation Look at the meaning of meditation and how this impacts a Buddhists life. Children to role play, meditate, use candles, music etc. Look at the Lotus Flower and Bodhi tree – how does this show symbolism? Children to create their own symbols for their way of life. Wheel of Life – how does this help Buddhists live their life? Have general discussions about the culture of Buddhism.</p>	
Step 3	<p>Evaluate: What is the value of this way of life for Buddhists?</p> <p>Discuss why this might be important to someone who is a Buddhist. What is their opinion on this? What do they think/feel about following the teachings that Buddhists follow? Look in-depth at the way of life for a Christian to create a direct comparison</p>	
Step 4	<p>Communicate: What are our opinions on following a particular way of life?</p> <p>Are there any benefits to having a rigid structure to life? Why/why not? What structures do we have in place that we always follow Are these always good for us? Why/why not?</p>	
Step 5	<p>Apply: Ways of life</p> <p>Discuss culture of Buddhism and the similarities/differences to British way of life Is there a British way of life? What could this look like?</p>	



