



KS2 Religious Education Year 6 Autumn 1 – 7.5 hours

Theme/Unit: Dharma

Key concept: Rules of life

Enquiry: What are the values of rules?



Unit Summary:

In this unit, children think about the important rules that a Buddhist follows. They learn where these rules come from by studying Buddhist beliefs. Children consider why they are important and whether they have rules they consider to be important to them our country and the world.

Prior Knowledge:

Children would have learnt about Siddhartha Gautama (Buddha) in year 5 and his journey to enlightenment. They may be able to recall the strict rules he set upon himself. Children will have considered rules as part of the beginning of the year set-up in class and in school.

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:

Buddha	The Buddha was a philosopher, mendicant, meditator, spiritual teacher, and religious leader who lived in Ancient India
Rules	A set of explicit or understood regulations.
4 Noble Truths	The Four Noble Truths comprise the essence of Buddha's teachings, though they leave much left unexplained. They are the truth of suffering, the truth of the cause of suffering, the truth of the end of suffering, and the truth of the path that leads to the end of suffering.
Eightfold Path	The Eightfold Path consists of eight practices: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi ('meditative absorption or union').
Monkey King	Monkey abuses his power for numerous years, but through harsh imprisonment and coercion he repents and becomes a Buddha. ... The hunt for immortality led him to a Taoist Master who taught him immortality and transformations only after Monkey's pleading and perseverance.
Democracy	Democracy is a form of government in which the people have the authority to choose their governing legislation
Rule of Law	Rule of law is a legal maxim that suggests that no one is above the law and governmental decisions must be made only by applying known legal and moral principles

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.

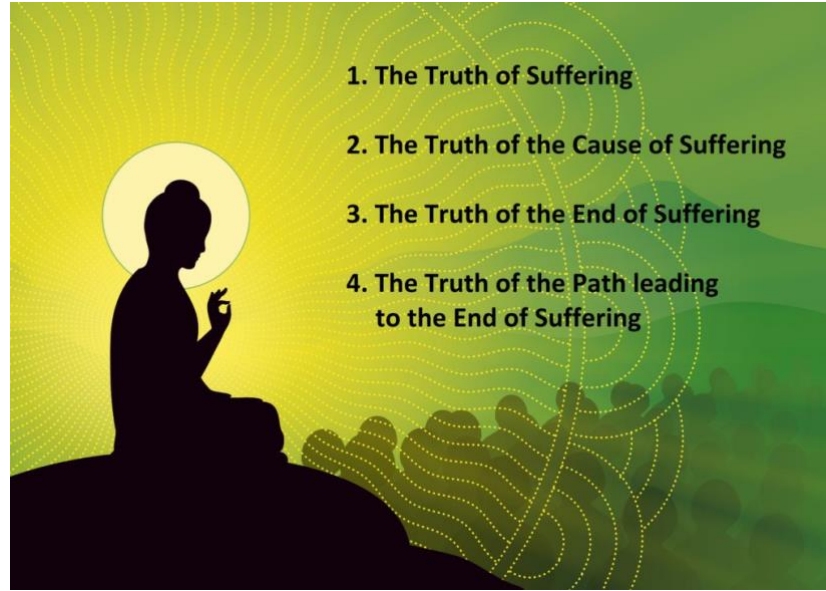
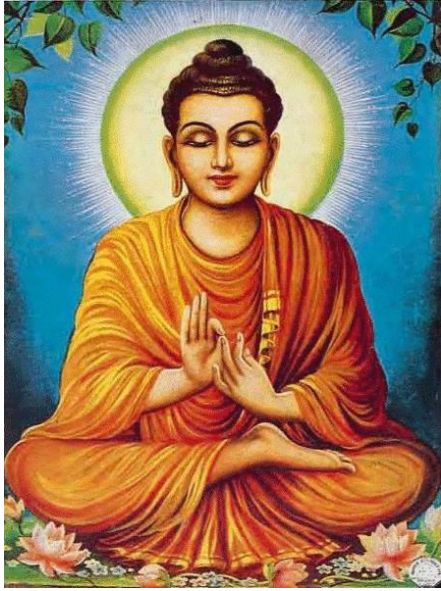
Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Text drivers/Resources:

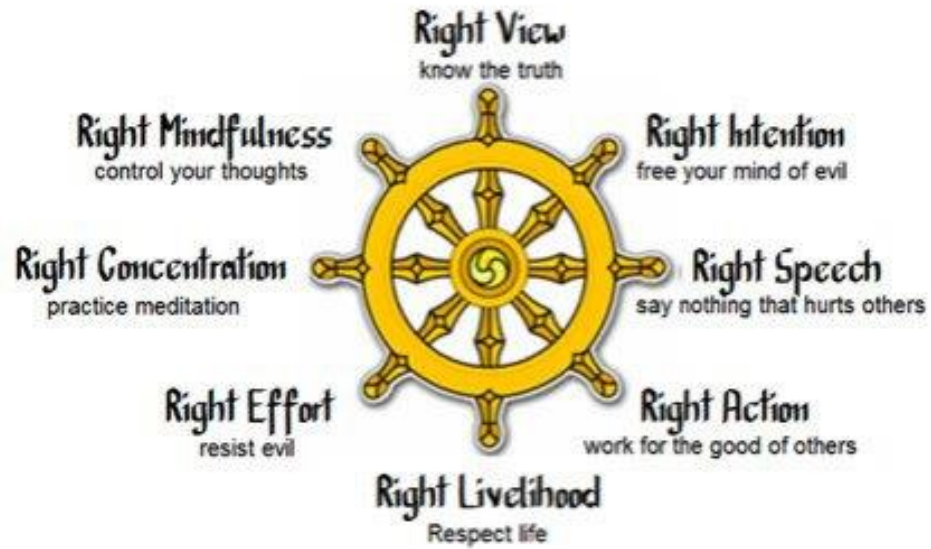
- <http://www.clear-vision.org/Schools/Students/Ages-4-7/story-of-monkey-king.aspx>

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5-Step Enquiry: <i>What are the values of rules?</i>		Assessment
Step 1	<p>Enquire: <i>What are rules?</i> Define what 'rules' are. Discuss when there are rules in school.</p>	<p>Basic:</p> <ul style="list-style-type: none"> • List rules that Buddhists have • List rules that we have • Create an opinion – use because <p>Learned:</p> <ul style="list-style-type: none"> • Look at rules for Buddhists and Christian's • How are they similar/different • Are either easier or more difficult to follow • What comparisons can you make? <p>Deeper:</p> <ul style="list-style-type: none"> • Form a judgement about the significance of the concept • How do you judge rules? What are their importance (or not) as a generalisation?
Step 2	<p>Contextualise: <i>What are the rules for Buddhists?</i> What rules are followed in Buddhism? Research/show children what these are Explore Buddhist values – 4 noble truths/eightfold path – Create a leaflet about the Buddha teachings Look at the Monkey King story – how has this situation created a rule to follow towards other people? Children could create their own rules about looking after each other/kindness/etc.</p>	
Step 3	<p>Evaluate: <i>What is the value of rules for Buddhists and what are our opinions?</i> Discuss why rules might be important to someone who is a Buddhist. What is their opinion on this? What is their opinion on why and how rules are followed? What do they think/feel about following the teachings that Buddhists follow? Look in-depth at rules through the Bible in Christianity to create a direct comparison</p>	
Step 4	<p>Communicate: <i>What are our opinions on following rules?</i> Discuss rules that we follow outside of school What rules do we have to follow in life – how does this affect us? When do we like following rules/not like. Should we have rules – create a debate for and against this notion. Does this depend on particular situations?</p>	
Step 5	<p>Apply: <i>When are rules important in people's lives?</i> Discuss democracy – look at laws of our land. Compare to other countries – are they similar or different Does everyone follow the rules? Why/why not? Is it important to follow them? What are the consequences of not following rules in our life within our country?</p>	



The Noble Eightfold Path



Etiquette for Buddhist Temples

- Show Respect**: Hands pressed together in a prayer gesture.
- Remove Your Hat and Shoes**: A hat and a pair of shoes placed on a shelf.
- Cover Yourself**: A person's legs and feet covered by a long garment.
- Don't Point**: A hand with the index finger pointing.
- Use Your Right Hand Only**: A hand holding a bowl, representing offering alms.
- Give Freely**: A hand dropping a coin into a donation box.
- Please Don't Touch a Monk**: Two hands, one reaching towards the other, representing a monk and a devotee.

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