

Summer 1 Year Group: Four		Teacher: Lee Singleton		Religion/belief: Buddhism		Key Question: How should we live our lives?	
Focus Question: What do religions say about doing good?							
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English – survey questions; poems; writing accounts from the point of view of a Buddhist Maths – analysis of survey data		Shared human experience: pupils will consider questions about commitment, change and explore people's experiences of life as it connects to what we believe and value. Living religious traditions: pupils will consider the impact of religion as individuals, in family and in community, in the religions studied. Beliefs and values: pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs. The search for personal meaning: pupils will make links between their own lives and what they believe to be of value.			
Attainment Target 1: Learning about religion and belief · describe and consider the variety of practices and ways of living the faith in up to two religions and understand where these practices come from, and are closely connected with, beliefs and teachings. · consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. · use specialist vocabulary in communicating their knowledge and understanding of living the faith. · use different sources to find information about living the faith and discuss its meaning.				Attainment Target 2: Learning from religion and belief · reflect on what it means to belong to a faith community, communicating their own and others' responses. · respond to the challenges of commitment both in their own lives and within religious traditions. · recognize ways in which commitment to a religion is shown in a variety of ways. · make links between their attitudes to their own lives and values and the lives and values of local religious communities.			
	Key questions	Learning objectives/intentions	Possible activities		Possible resources		
SHE	What does it mean to have a 'good life'?	To explore visions of what people think makes life good. To explain what is similar or different about people's views. To relate their viewpoint to the examples chosen.	What do we do that is good? Are rules useful to us? What rules do we have in our school? Why do we have those rules? Who do rules benefit (personal good, good of others, the world)? What rules do we have in class? What effect do our rules have on the class? Who gives us rules? Which rules do we like/dislike? Why? Watch an extract from a television programme e.g. 'The Good Life'. Discuss the title and series storyline. Conduct a survey and examine adverts, poems and pictures to determine what people consider to be 'the good life'. Include				

			the view of religions studied, organisations and campaigns. Sort according to whether the views are for personal good, good for others or for the world. Are they things or ideas? Discuss which views they agree or disagree with and why.	
LRT	Can I explain what the Five Precepts are?	<p>To know that to have a good life Buddhists follow the Five Precepts.</p> <p>To identify the Five Precepts and relate them to Buddhist behaviour.</p>	Research the Five Precepts. Make a list of what they are. Discuss their meaning and purpose. Illustrate an example for each based on events in daily life, as seen in the media, or in school and community life. Or, read or role-play scenarios from real life or fiction and decide how a Buddhist would respond and which Precept would apply. Interview a Buddhist about how the teachings are shown in their lives	
B and V	Can I identify the Three Refuges and why they are important to Buddhists?	<p>To identify the Three Refuges.</p> <p>To understand that the Three Refuges are the basis of Buddhist life.</p> <p>To explain how the Three Refuges guide a Buddhist's life.</p>	Read the Three Refuges, watch a video showing them being said as part of worship or ask a member of the Buddhist tradition to explain what they mean to them. Discuss what each represents. Examine how the Three Refuges are often portrayed as jewels. Research why specific colours are used. Discuss the relationship between the Three Refuges and their link to the Five Precepts. Write an account from a Buddhist's point of view of why the Refuges are important to them. How are all three linked in supporting a Buddhist lifestyle?	
SPM	Can I learn anything from the Five Precepts? Why? What do I value most in life? Why?	<p>To consider values that could guide their lives.</p> <p>To reflect on those things that are most important to their lives.</p>	Make a daily diary with the Five Precepts as goals. Perhaps overuse of television or computer games could be added to 'drugs or drink which clouds the mind'. At the end of the day or during the next lesson, record any they have had difficulty following and why. Give their	

		<p>To make links between the Five Precepts and how the pupils think they should behave.</p> <p>To make a connection between the Buddhist Refuges and what they value most in their lives.</p>	<p>reasons why they think any of the Five Precepts could help them have a good life or not.</p> <p>How should we live our lives? Why?</p> <p>Is doing good important to me? Why?</p> <p>What rules are worth following? Why?</p> <p>How do I know that I live a good life?</p> <p>What rules do I have in my life?</p> <p>What rules would I like everyone to follow? Why?</p> <p>Relate the Buddhist Refuges to three important treasures at the centre of their life. Depict them as the three jewels of their life. Label them and choose a colour that they feel is relevant to their jewel. Explain their choices to a friend.</p>	
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