

Summer 1 Year Group: Three	Teacher: Jessica Toone	Religion/belief: Buddhism	Key Question: Who should we follow?
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Focus Question: What can we learn from the life of people who started a religion?

Links with: Spiritual Moral Social Cultural	Possible Cross-curricular links: Dance/Music - Use dance and music to depict Siddhartha's journey for truth, the moment of enlightenment and how that changed him. Drama – used to support freeze frame and though showering	Shared human experience: pupils will ask questions about and make links between their own experience and stories of people who are followed. Living religious traditions: pupils will ask questions about the lives and examples of founders and leaders of religion; Beliefs and values: pupils will investigate the beliefs and values of founders and leader. The search for personal meaning: pupils will consider the values example of those people who are followed for their own lives and their own beliefs and values; example of those people who are followed for their own lives and their own beliefs and values;
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Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"> · describe the ways in which founders and those we follow influence the beliefs and values of members of the faith; · describe some links between stories of founders and leaders and the beliefs and teachings of a religion; · consider the meaning of believers' responses to leaders and religious founders, including artistic or musical responses; · begin to use specialist vocabulary in communicating their knowledge and understanding. · use and suggest the meaning of information about religious founders and leaders from some different sources. 	Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none"> · respond to the challenges of commitment to following leaders and religious founders; · discuss their own and others' views of those we follow including religious founders and leaders expressing their own ideas. · reflect on sources of influence and inspiration in their own and others' lives.
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	Key questions	Learning objectives/intentions	Possible activities	Possible resources
SHE	Can I explain the meaning of my name and the qualities it implies?	To be aware that names can convey meaning. To make the link between names signifying a person and some other aspect of their being.	Who (in our local area) has started a charity/group? What qualities does our Headteacher have? Who started charities? Examples such as Chad Varah, Dharma Master Cheng Yen (Founder of The Tzu Chi Foundation) Use local maps, IT and a survey to investigate the origin of names related to a craft, geographical feature or locality or from another language. Use a baby naming book and homework to identify possible meanings of pupils' names and why they were chosen. Note that some names focus on qualities, e.g. Joy, Faith, Constance. Make a list of nicknames and	

			discuss why some people acquire them. Make a display that links their names with the meaning or reason for having them.	
LRT	Can I explain the celebration of Wesak and the Shangha (monastic community)?	<p>To become familiar with events in the life of the Buddha.</p> <p>To identify Prince Siddhartha Gautama and The Buddha as names for the same person.</p> <p>To explain why the Four Sights were important to Siddhartha Gautama.</p> <p>To know that Wesak is a Buddhist festival.</p> <p>To explain what Wesak celebrates.</p>	<p>Use video, books and posters to research the early lifestyle of Prince Siddhartha as 'the man', including his birth, youth, marriage, discovering the Four Sights and search for an end to suffering. Read an account of Siddhartha's experience under the bodhi tree and how his name was changed to The Buddha. Make a picture map that includes key moments in his life and label.</p> <p>Depict a modern version of the Four Sights using pictures from papers and magazines and/or words and phrases. Use dance and music to depict Siddhartha's journey for truth, the moment of enlightenment and how that changed him. Perform this for other pupils, perhaps in assembly. Or, express this through art e.g. use of colours, patterns and textures.</p> <p>Investigate the festival of Wesak through research or by interviewing a member of the Buddhist tradition. Discuss how it celebrates the life of the Buddha and signifies his importance for Buddhists.</p> <p>Find out about the Shangha (monastic community)?</p>	
B and V	Can I explain what the name Buddha means?	<p>To understand the significance of the name 'Buddha'.</p> <p>To explain the qualities or behaviour that Buddhists believe lead to enlightenment.</p>	<p>Discuss the meaning of the word 'Buddha' and relate it to the belief that all may become enlightened if they follow the Buddha's example.</p> <p>Investigate the teachings of the Buddha through examples from the Jakata Tales. The stories may be dramatised, e.g. using freeze framing, to investigate the events and identify the message. The message</p>	

			<p>could be written as a 'moral' and displayed alongside or on a book jacket depicting the story.</p> <p>Key message: Gotama Buddha is not a God but a human being. The Buddha discovered the way to overcome unhappiness (dukkha)</p>	
<p>SPM</p>	<p>Could I be a leader? How could I stop suffering?</p>	<p>To understand how their different names say different things about them.</p> <p>To develop awareness of 'suffering' in their lives.</p> <p>To link their names to aspects of their lives.</p> <p>To compare events in their life to the idea of 'suffering' in Buddhism.</p>	<p>Review how the names of the Buddha reveal different things about who the man was. Consider the names or nicknames they have or would like to have and what they might reveal about their talents, hopes, interests, relationships or values. Produce a shield or banner that illustrates their name and qualities they link to it. Explain their choices to the class or to a friend.</p> <p>Consider times when they have been unhappy about something. Reflect on what caused their 'suffering' and how it was resolved. Would they feel the same if the situation arose again? How is it similar or different to their understanding of the Buddhist idea of 'suffering'? Who do I learn from?</p> <p>If I was a leader, what would I do? What have I learnt from a local leader? Could I lead people? How? Write an acrostic poem about their experience.</p>	