



HOLLY PARK

RE Learning Organiser

Year 4

Religion /Worldview: BUDDHISM		Enquiry Question: Could the Buddha's teachings make the world a better place?		Spring 1	
This enquiry focusses on key teachings given by the Buddha and the children have the opportunity to consider how they could apply some of these to their own life					
Learning Objectives: We are learning about the teachings of the Buddha and exploring what he taught about change.					
BAS: Religion and the Individual		Sacred Texts- Teaching Authority		Inspirational People Beliefs and Questions	
Beliefs in Action					
Core Knowledge		Link to other aspects of belief			
<p>The focus of this unit is some of the Buddha's teachings namely the Three Marks of Existence and the Noble Eightfold Path</p> <p>The Buddha believed greed and selfishness could be stopped.</p> <p>He taught that to live a good life without being selfish or greedy would make the world a better place.</p> <p>To help people know what to do and not to do, he gave them the eight-fold path.</p> <p>Buddhists believe the eight-fold path leads to happiness and freedom from suffering</p> <p>The Three Marks of Existence/universal truths (enquiry focus is on the first 2)</p> <ul style="list-style-type: none"> • Dukkha (suffering) is everywhere all the time • Anicca – the belief that nothing lasts, everything changes • Anatta (the belief that there is no 'self'). <p>Noble Eightfold Path</p> <ul style="list-style-type: none"> • Right Viewpoint – You should look at life in the right way (i.e. being positive) • Right Thought - You should think about others, not just yourself • Right Speech – You should talk to people properly, with respect • Right Action – You should act in a way that does not hurt people e.g. no stealing • Right Living – Your job must help, not harm other people or animals • Right Effort - You should do the best that you can • Right Awareness - You should be sensitive to the needs of others • Right Concentration - You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation 		<p>Four Noble Truths</p> <p>Five Precepts</p> <p>Nirvana</p>			
Vocabulary		History/Context		Impact on believer/daily life	
<p>Dukkha: (suffering) is everywhere all the time</p> <p>Anicca: the belief that nothing lasts, everything changes</p> <p>Anatta: the belief that there is no 'self'</p> <p>Enlightenment: When a Buddhist finds the truth about life.</p>		<p>Wherever Buddhists live they will need to apply the teachings to the society they live in e.g. Western society can find talking about death difficult whereas it is a part of life for Buddhists</p>		<p>The teachings focus on two key points</p> <ol style="list-style-type: none"> 1. They have to understand and accept some difficult truths about life 2. They have a responsibility for our own thoughts, 	
Other RE Curriculum links		<p>God (Judaism/Christianity). Jews and Christians believe God gave Moses the 10 Commandments which teach them how they should aim to live. Jews believe that following the commandments helps them to become better people.</p> <p>Jesus (Christianity). Jesus was known as Rabbi or teacher as he taught people a lot about how they should live and the decisions they should make. Some of Jesus' teachings include: love your neighbour, forgive</p>			

<p>Meditation: A way of taking control of the mind so that it becomes peaceful and focused.</p> <p>Eight Fold Path: The Buddha's practical instructions to reach the end of suffering.</p> <p>Suffering: The state of undergoing pain, distress, or hardship.</p>		<p>words, and deeds and for the impact they have</p>	<p>others, say sorry for your sins, love your enemies and don't judge others.</p> <p>Gurus (Sikhism). Sikhs follow the teachings of the 10 Gurus. Some of these teachings include: all human beings are equal, forgive others, live truthfully and serve others. Values of compassion, humility, honesty, generosity and service are shared through the teachings of the Gurus.</p>
<p>Possible Homework links</p>	<p>Other Curriculum Links</p>		<p>Personal connection / resonance</p>
<p>What could we put more effort into? Could we use kind speech a little more? What impact would this have in our homes and lives?</p>			<p>What do I think would make the world a better place? How could I use Right Speech? What Right Actions could I do? How do I feel about changes in life?</p>
<p>Prior Knowledge</p>			
<p>This enquiry refers back to the life of the Buddha in the first enquiry (Yr4 Autumn 1). Recap the story and the impact of the 4 sights on the prince.</p>			
<p>Suggested Activities</p>		<p>Questions to support greater depth</p>	
<p>Groups can explore one of the 8 fold path and freeze frame it to show the rest of the class what the action is. Children to consider why this is an important way to cut down suffering – consider how it helps the individual and others and what would happen if it wasn't observed</p> <p>Make a 'random act of kindness' board in the classroom, with the children writing acts and placing them inside the envelopes on the display. Children to take an act out and take part in a random act of kindness during the school day.</p> <p>What was the impact? How did you feel? How did the recipient feel? How would these fit in with Buddhist teachings?</p> <p>Make 8-fold paperchains</p>		<p>What small things can you do, that collectively will make a difference to the world and the people who live in it? Is it true that a person on their own can't make a difference? What would happen if everyone believed that and did nothing? Can you think of a Buddhist teaching/story that shows the theme of suffering? What thoughts do you have about this story? How did it make you feel? What can non-Buddhists learn from practising Buddhists about how to make the world a better place?</p>	
<p>Suggested Adaptations for SEND & EAL</p> <p>What makes you happy? What makes other people happy? Ask your friends, what makes them happy.</p>			
<p>End Point Expectations</p>			
<p>I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p>			

SEND core skills

Assessment Opportunity

Personal resonance/reflection

I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.

I can express my own opinions and start to support them with rationale.

Knowledge and Understanding

I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.

Skills of evaluation & Critical thinking

I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.