

## Key Question: 1.11 What can we learn from the life of the Buddha?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes) :	Suggested content for learning: Teachers can select content from these examples, and add more of their own
<p><b>Strand: Believing</b></p> <p><b>Recommended Year 2</b></p> <p><b>Questions in this thread:</b> KS2 What does it mean to be a Buddhist in Britain today? 3.5 Why is there suffering? 3.9 Should happiness be the purpose of life?</p> <p><b>Religions and worldviews:</b> Buddhism</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognise that Buddhists follow the Teachings of the Buddha.</b></li> <li>• <b>Talk about some key events in the Buddha's life.</b></li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognise the four principal stages of the Buddha's life.</b></li> <li>• <b>Ask and suggest answers to questions such as: why was Prince Siddhartha shocked when he saw the first three sights?</b></li> <li>• <b>Recognise and discuss some of the key teachings of the Buddha such as the three kinds of good action.</b></li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• <b>Respond thoughtfully about the changes that took place when the Prince became the Buddha.</b></li> <li>• <b>Respond thoughtfully to the three kinds of good action.</b></li> </ul>	<p>Find out about the four principal stages in the Buddha's life</p> <ol style="list-style-type: none"> <li>1. His privileged life as a prince</li> <li>2. The Four Sights (seeing an old man, sick man, dead man and a holy man) and The Great Renunciation (of his princely life)</li> <li>3. The Noble Search (six year quest and Enlightenment)</li> <li>4. His teaching career</li> </ol> <ul style="list-style-type: none"> <li>• Introduce the children to some key teachings of the Buddha, for example the three kinds of good action that lead to happiness             <ol style="list-style-type: none"> <li>1. Giving/Kindness</li> <li>2. Harmlessness (e.g. three of the Five Precepts: No killing, stealing or lying)</li> <li>3. Meditation</li> </ol> </li> <li>• Kindness: ask children to reflect on how they feel after they have been selfish compared to how they feel after they've been kind.</li> <li>• Harmlessness: encourage children to develop empathy. Ask them to have an imaginary conversation with a spider about his life: 'Do you want to be happy?' 'Do you like being alive?' 'Are you frightened of pain?'</li> <li>• If appropriate, invite the children to experience meditation by focussing on their breathing (mindfulness-of-breathing) or thinking kind thoughts.</li> <li>• Explain the key concept that the Buddha is not a god and that there is no Creator God in Buddhism.</li> </ul>