

Living Well-Year 1/2

About the Unit

The purpose of this unit is to examine the force or motivation behind people's actions. Beginning with the pupils' awareness of the need to make choices as a route to happiness they should reflect on whether they should consider only their own wishes or the needs of others. They should think about why they do the things they do, both good and bad. This leads to the introduction of the Buddha and his teaching, in particular metta (loving-kindness) which causes good actions, and the Christian understanding of love as a powerful force which Christians use in relations with other people. Rules shared by Christians and Buddhists should be explored for their motivation (e.g. honesty, kindness, avoiding fighting and harm etc).

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs
- b) Hearing about and responding to beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.5 Meaning, purpose and truth

- a) Encountering some of the ultimate questions that confront humanity

1.6 Values and commitments

- a) Learning how religions teach a sense of fairness and caring
- b) Reflecting on their own values and hearing about the values of others

Key Processes

2.1d	sources	Explore a range of religious stories and sacred writings and talk about their meanings
2.2a	reflection on feelings, experiences and values	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.2b	reflection on belonging	Recognise that religious teachings and ideas make a difference to individuals, families and the local community
2.2c	reflection on what individuals and communities value	Identify what matters to them and others, including those with religious commitments, and communicate their responses
2.2d	responses to ethical and philosophical issues	(i) Ask and respond imaginatively to puzzling questions, communicating their ideas (ii) Reflect on how spiritual and moral values relate to their own behaviour
2.2e	respect	Recognise that there are different responses

Range and Content (traditions and themes)

This unit focuses on the Christian and Buddhist traditions.

Themes for this unit:

- a) **Beliefs about God:** what people believe about God, humanity and the natural world
- e) **Important leaders and teachers:** important figures who are influential locally, nationally and globally in religions
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

Curriculum opportunities:

During the course of this unit children may use:

PSHE- To reflect on behaviour and actions towards others in the school community

Art- To draw representations of Buddha and Jesus

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Pupils demonstrate recognition of Jesus and Buddha as religious teachers. They can share some of their teachings about how to 'live well' Working towards Level 1	Pupils will know that both Jesus and the Buddha were teachers who helped people choose how to live well. They will be able to say how they would behave in given situations. Level 1
Developed	Pupils will know that both Jesus and the Buddha were teachers who helped people choose how to live well. They will be able to say how they would behave in given situations. Level 1	Pupils will be able to say what kinds of actions are likely to make people happy, giving reasons. They will relate these actions to the teachings of Jesus and the Buddha. Level 2
Extended	Pupils will be able to say what kinds of actions are likely to make people happy, giving reasons. They will relate these actions to the teachings of Jesus and the Buddha. Level 2	Pupils will understand that people choose rules to live by and religious traditions learn these rules from great teachers. They will be able to discuss the appropriateness of particular rules in relation to their own experience. Level 3

Possible assessment tasks:

- Listen to children's talk about how to act and react in different scenarios
- Look at the list of rules written by the children as a guide for those wanting to follow the teachings of Jesus and Buddha
- Listen to responses at the end of the unit that show application of forgiveness and starting again to rule breaking

Resources

You may find the following resources useful when teaching this unit:

- Large paper, writing paper and art materials
- Buddha rupas
- Pictures of Buddha rupas or a visit to The Forest Hermitage Buddhist monastery, Warwickshire
- Stories/DVD of Buddha's Life e.g. *The Buddha's Birthday*, M Barratt, Heinemann; *Prince Siddhartha*, J Landaw and J Brooke, Wisdom; *Where We Worship: Buddhist Temple*, Angela Wood, Franklin Watts; *Jataka Tales*, (various) Dharma Publishing or Windhorse Publications; 'The Life of the Buddha' on *Animated World Faith* video, Channel 4
- Poster of the Noble Eightfold Path/Four Noble Truths. For more information on these see website such as:
<http://www.thebigview.com/buddhism/fourtruths.html>
- Buddhist meditation CD
- Children's Bibles
- Stories about Jesus and His teachings e.g. Story Matthew 19 verses 13-15 but see also as far as verse 22 for the story of *The Rich Young Man and the Commandments*.
- Simple version of The Ten Commandments
- Story of The Little Dutch Boy

Vocabulary

Buddha	rupa	Siddhartha Gautama	Wesak	Four Noble Truths	Noble Eightfold Path	metta
Peace	Jesus	Christian	forgiveness			

Glossary of Key Terms

Four Noble Truths

These are the truths discovered by Buddha during his Enlightenment:

1. Life means suffering.
2. The origin of suffering is attachment.
3. The cessation of suffering is attainable.
4. The path to the cessation of suffering.

Find out more at: <http://www.thebigview.com/buddhism/fourtruths.html>

Noble Eightfold Path

This describes the way to the end of suffering:

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|--------------------|------------------------|
| 1. Right view | 5. Right livelihood |
| 2. Right intention | 6. Right effort |
| 3. Right speech | 7. Right mindfulness |
| 4. Right action | 8. Right concentration |

Find out more at: <http://www.thebigview.com/buddhism/eightfoldpath.html>

Prince Siddhartha Gautama

This is the Buddha. He was a prince, sheltered from the outside world before he took a journey that revealed the true nature of life to him.

Rupa

A picture or statue of the Buddha.

Wesak

Wesak, also down as 'Buddha Day', celebrates the Buddha's birthday. During Wesak, Buddhists celebrate the life of the Buddha and his teachings. They remember the night of his enlightenment and his insights into his previous lives, as well as his revelations about the nature of death, karma and rebirth, suffering and desire. It is a time for happy celebration

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

It would be possible to use this unit in relation to the Jewish tradition instead of the Buddhist tradition, looking at Moses and the Ten Commandments, but this would be less easy to relate to the pupils' experience with this age group, and the representation would not be possible.

You might also consider Islam and look at Muslim ideas of hospitality and concern for others, including stories of the words and actions of Muhammad (Hadith and Sunnah) used as guidance by Muslims. Here also there could be no representation of Muhammad.

A visit to a church to see further representations of Jesus in statues, art or windows would be possible, or to the Forest Hermitage Buddhist vihara in Warwickshire to see a range of Buddha rupas.

In some of the discussion it would be sensible to point out that people from all religions and none consider it a valuable thing to show friendliness to others as a way of living wisely.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2d (i) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>(ii) Reflect on how spiritual and moral values relate to their own behaviour</p> <p>2.2e Recognise that there are different responses</p> <p><i>To be able to discuss choices and how these effect others</i></p>	<p>When do I choose what to do?</p> <p>Should I always have my own way?</p> <p>Why does it matter what I choose to do?</p>	<p>Pupils' personal experience of making decisions and the motivation behind their choices.</p> <p>The idea that actions affect others for good or bad.</p> <p>Consider whether other people are important.</p>	<p>Circle time activity 'I am happy when ...' Alternatively, have a group mind mapping activity with an adult scribing. Use two headings: 'What I can choose about', and 'What I can't choose about', leading to individual listings written, or in symbols or drawings.</p> <p>Present the pupils with a range of scenarios such as seeing someone hurt in the middle of your game or finding a dropped toy that you've wanted for a long time. Role-play and/or discuss their choices and the feelings caused to others.</p>	<p>Children are able to identify things they have a choice about and things they don't.</p> <p>Children can identify some scenarios in which their choices have some bearing on the feelings of others.</p>	Large paper

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<p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>To be able to recognise the Buddha</p>	<p>What do Buddhists say about being happy?</p> <p>Who helped them to have this idea?</p>	<p>The Buddha as teacher exemplified through the Wesak festival.</p> <p>The Four Noble Truths and simplified version of the Noble Eight-fold Path (understanding the world, doing good things, learning to have a peaceful mind).</p> <p>Metta (loving kindness) a force for causing good actions.</p>	<p>Show a Buddha rupa and the pictures of Buddha taken at The Forest Hermitage and puzzle about what kind of person this is. Hear one or more stories about Prince Gautama Siddattha.</p> <p>Use a book about Buddhism to discover more evidence about the importance of this person (or another account of the Wesak festival). Alternatively, watch 'The Life of the Buddha' on Animated World Faiths video.</p> <p>Tell the pupils that the Buddha was an important teacher who saw that always wanting things to be different makes people unhappy but they can become happy by living wisely.</p> <p>Introduce very simply the Four Noble Truths and the Noble Eightfold Path in a simple form. Ask the pupils to suggest what we might need to understand and do to be able to have peaceful minds. If appropriate, do some Buddhist-style meditation using a CD.</p> <p>The Buddha's special word for friendliness is metta. Pupils should reflect on to whom they can be friendly and what is a good way to show it. Use</p>	<p>Children are able to recognise rupas of the Buddha</p> <p>Children can recount some of the story of the Buddha's life</p> <p>Some children demonstrate some understanding of what is presented in the Four Noble Truths and the Eightfold Path through simple suggestions for living well as suggested by Buddha</p> <p>Children understand the term 'metta' as 'friendliness' and can identify times they can show this</p>	<p>Buddha rupas</p> <p>Pictures of Buddha rupas from The Forest hermitage visit</p> <p>Stories/DVD of Buddha's Life e.g. <i>The Buddha's Birthday</i>, M Barratt, Heinemann; <i>Prince Siddhartha</i>, J Landaw and J Brooke, Wisdom; <i>Where We Worship: Buddhist Temple</i>, Angela Wood, Franklin Watts; <i>Jataka Tales</i>, (various) Dharma Publishing or Windhorse Publications. 'The Life of the Buddha' on <i>Animated World Faith</i> video,</p>

<p><i>To begin to understand the life of the Buddha and his teachings</i></p> <p><i>To be able to identify ways of showing 'metta'</i></p>			drawing to respond to this.		<p>Channel 4</p> <p>Poster of the Noble Eightfold Path/Four Noble Truths</p> <p>Buddhist meditation CD</p> <p>Drawing paper and art materials</p>
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<p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>2.2d (ii) Reflect on how spiritual and moral values relate to their own behaviour</p> <p>To be able to recognise Jesus</p>	<p>What do Christians say about living happily?</p> <p>Who showed them this?</p>	<p>Jesus as teacher demonstrating rules through words and actions.</p> <p>Friend to children, teaching people how to make others happy.</p> <p>The second Great Commandment.</p>	<p>Show the children pictures of Jesus. Discuss the kind of person he might be as you did for the Buddha.</p> <p>Tell the story of him welcoming the children.</p> <p>Explain that Jesus taught that everyone is important. Read some of Jesus' parables/teachings. Jesus showed his teaching in actions keeping the rule 'love your neighbour like yourself'. How could Christians try to keep this rule? List the children's ideas. Look at the Ten Commandments. These are God's rules given to Moses. Are they similar to the children's ideas?</p> <p>Scribe rules that might help Christians and Buddhists live in a friendly way from the children's suggestions. Seek reasons for the suggestions.</p>	<p>Children can recognise Jesus and share some of his teachings</p> <p>Children know some of the Ten Commandments</p> <p>Children can suggest their own rules for living well, using the teaching of Jesus and Buddha as a guide</p>	<p>Children's Bibles</p> <p>Stories about Jesus and His teachings e.g. Story Matthew 19 verses 13-15 but see also as far as verse 22 for the story of <i>The Rich Young Man and the Commandments</i>.</p> <p>Simple version of The Ten Commandments</p>

***To begin to
understand
some of the
teachings of
Jesus***

***To know some of
the Ten
Commandments***

***To be able to
suggest new
rules for living
well***

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>2.2e Recognise that there are different responses</p> <p><i>To begin to understand Jesus and Buddha's responses to rule breaking</i></p>	<p>What happens if it all goes wrong?</p> <p>How do some people show they think other people matter?</p>	<p>Forgiveness, for Christians, begin again and let what is past go, for Buddhists.</p>	<p>Discuss what should happen to someone who breaks the law or who breaks the rules at school.</p> <p>Introduce the Christian idea of forgiveness and the Buddhist way of putting it behind you and beginning again. Write sorry prayers and draw a 'fresh start' for situations in which rules have been broken and people have been hurt.</p>	<p>Children are able to identify what the responses of Jesus and Buddha would be to someone who has broken the rules</p>	<p>Writing/drawing materials</p>

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<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>2.2e Recognise that there are different responses</p> <p><i>To begin to understand how they might apply the teachings of Jesus and Buddha to their everyday lives</i></p>	How do I know what I should do?	Earlier scenarios	Tell a story of someone who acted for the benefit of others. Make this modern or traditional rather than from sacred text e.g. The Little Dutch Boy. Return to earlier scenarios probing the reasons why the pupils would choose particular courses of action. Do a reflective activity inviting the children to think about ways in which they could help others before themselves and what it would feel like to do so.	Children are able to apply what they have learned to scenarios explored before.	The Little Dutch Boy