

Follow My Leader- Year 3/4

About the Unit

This unit helps pupils to consider the qualities they admire in a leader whom they might be prepared to follow and the reasons for this. It goes on to look at Christian and Buddhist experience, finding out about the lives of Jesus and Gautama Buddha and exploring the influence which they have had on the present –day lives of followers. There is an opportunity to explore the ways in which Christians and Buddhists represent their leaders, showing their allegiance. Finally, pupils are asked to identify the characteristics of a leader they might be prepared to follow.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.6 Values and Commitments

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to those of others

Key Processes

2.1a	Importance/impact of religion & religious diversity	(i) investigate the significance of religions in local, national and global communities (ii) identify and begin to describe similarities and differences within and between religions.
2.1c	beliefs and practices	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1d	Sources	use and interpret information about religions from a range of sources and understand why they are important in religion
2.1e	Religious/spiritual expression	interpret a range of forms of religious expression and understand why they are important in religion
2.2d	responses to ethical and philosophical issues	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives

Range and Content (traditions and themes)

This unit focuses on the Christian and Buddhist traditions.

Themes for this unit:

- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- f) **Inspirational people:** figures from whom believers find inspiration.
- g) **Religion and the individual:** what is expected of a person in following a religion or belief
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life

Curriculum opportunities:

During the course of this unit children may use:

ICT- To research a leader and present findings using presentation software

Art- To explore artistic representations of Buddha and Jesus; to illustrate stories about Jesus and Buddha

Literacy- To write pen portraits or job descriptions of a leader; to write own 'Jataka'-style tale

PSHE- To discuss personal leadership qualities and sources on inspiration in their own lives

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 3	Year 4
Basic	Pupils will be able to name someone they admire and give a simple reason why. They will be able to tell a story of Jesus and of the Buddha and name a quality which it illustrates. They will describe something Christians or Buddhists do to follow their leader. Level 2	Pupils will describe with some explanation of the qualities they value in a leader comparing with what they have learned about Jesus or the Buddha. They will say why Buddhists and Christians behave in certain ways, relating their responses to the leaders of the traditions or their teaching. Level 3
Developed	Pupils will describe with some explanation of the qualities they value in a leader comparing with what they have learned about Jesus or the Buddha. They will say why Buddhists and Christians behave in certain ways, relating their responses to the leaders of the traditions or their teaching. Level 3	Pupils use sources to build a wider picture of the nature of Jesus and the Buddha as leaders. They can discuss the value of the qualities they find. They are able to predict how a Buddhist or Christian might respond when following their leader in a given situation, giving reasons based in the tradition. Working towards Level 4
Extended	Pupils use sources to build a wider picture of the nature of Jesus and the Buddha as leaders. They can discuss the value of the qualities they find. They are able to predict how a Buddhist or Christian might respond when following their leader in a given situation, giving reasons based in the tradition. Working towards Level 4	Pupils demonstrate understanding of how sources related to the two traditions present Jesus and Buddha as leaders and how these might be used as guidance by followers when seeking to emulate the leader's actions. They make comparisons between the qualities of Jesus and Buddha shown in these sources, finding similarities. They describe their own inspirational leaders. Level 4

Possible assessment tasks:

- Leader 'pen portraits' or job descriptions and interview questions for a leader
- Illustration of a story about Jesus and accompanying words to describe him as a leader
- Discussion about artist's intentions in Jesus artwork
- Questions devised for Christian/Buddhist visitors to find out about how they follow their leader
- Own Jataka-style tale
- Pupil reflections on exploring statues and rupas
- Personal lists of admirable leadership qualities

Resources

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

- Buddha rupas and mudras explanation: <http://www.clear-vision.org/Schools/Images.aspx> (video bottom left of page)
- Photographs and pictures of 'leaders' in a gallery form
- Selection of non-fiction books and websites about leaders
- Children's bibles and bible story books focusing on the life of Jesus e.g. The wedding at Cana, healings, cleansing the Temple, Temple visit as a boy, Sermon on the Mount, meeting Zaccheus
- DVD: *Pathways of Belief: Christianity 2, The Life and Teaching of Jesus*, BBC
- *Jesus Through Art*, Margaret Cooling, RMEP
- Christian visitor or documentary evidence such as church notices, minutes of meetings, written prayers etc
- DVD, *Animated World Faiths: the Life of the Buddha*, Quest, Channel 4
- DVD: *Buddhism for Key Stage 2*, Clear Vision Trust
- DVD: *The Monkey King and Other Buddhist Tales*, Clear Vision Trust
- Jataka Tales
- Books about the Buddhist tradition e.g. *My Buddhist Faith*, Adiccabandhu, Evans Brothers Ltd; *I Am a Buddhist*, Samaraesekara, Franklin Watts
- Buddha rupas
- Crucifix, Sacred Heart statue of Jesus, Madonna and Child statue/picture
- *Jesus Worldwide*, CEM
- Postbox & slips of paper

Vocabulary

inspiration	leader	admirable	qualities	Jesus	Christians
Buddha	Buddhists	rupa	Jakarta Tales		

Glossary of Key Terms

Buddha

The Buddha was Prince Siddhattha Gautama. He was sheltered from the true realities of life by his father and kept within the palace grounds. When he was a teenager he ventured outside of the perimeters of his home and realised that there was illness, suffering, poverty and death in the world. This troubled him and he decided to meditate to find a way to be free from the bondage of these things. He sat under the bodhi tree until he found Enlightenment and reached Nirvana, a state of mind that is free from all suffering and desire. He passed on his wise teachings to others and was the founder of the Buddhist tradition.

Jataka Tales

A series of stories used to cultivate moral and social conduct in the listener. The Buddha himself used Jataka stories to explain concepts like *karma* and *rebirth* and to emphasise the importance of certain moral values.

Rupa

'Rupa' is a Sanskrit term meaning 'form of the Awakened One'. Rupas are statues of the Buddha. There are various Buddha rupas in different positions; mainly in sitting, standing and in a reclining position. A popular Buddha statue in a sitting position on a lotus flower is the Buddha in a meditating form called Dhyana mudra. In this position Buddha is seen to have crossed legs along with different kinds of hand gestures (mudra). The various mudras are as follows:

1. Meditation Mudra - Amitabha - Here, one of the palms is placed on top of another with both palms facing upward.
2. Protection Mudra - Ratna Sambhava - Right hand is raised with palm facing out
3. Teaching Mudra - Vairochana - Both hands raised in front of chest with palms facing out.
4. Enlightened Mudra - Shakyamuni - The enlightened one Right hand down with a finger touching the earth representing the earth as a witness to his enlightenment.
5. Blessing Mudra - Amoghasiddhi - Right hand laid down with palm facing out

Further Guidance

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

Each of the major traditions could be used with adaptation instead of the Buddhist tradition. The Hindu tradition might focus on Lord Krishna and the stories of his life. There are many different representations of him in murtis and pictures.

The lives of one or more of the Sikh Gurus would be appropriate and there are symbolic pictures of them available.

A Muslim adaptation would explore the intention to copy the lifestyle of Muhammad as seen in the sunnah and hadith but there would be no representation of Muhammad. This would be true also for Moses as leader of the Jews.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to name some people they themselves and others find inspirational as leaders</i></p> <p><i>To be able to identify admirable qualities displayed by leaders</i></p>	<p>Who do I admire and why?</p> <p>What makes a good leader or guide?</p>	<p>Pupils' experience of people they look up to on a private or public basis.</p> <p>Widely admired people e.g. Martin Luther King, Mother Teresa, political and national leaders, inventors, those who have helped others e.g. Louis Braille, Marie Curie, etc</p>	<p>Make a gallery of people the pupils admire and whose actions they would want to copy. Use photographs, pictures or their own drawings accompanied by explanations of why they were selected. This may include fictional characters. Widen the pupils' range with a selection of non-fiction books/websites which can be used for research, keeping the emphasis on admirable qualities. An 'Encyclopedia of Leaders' could be made using Powerpoint or something similar, with images and sound files of quotes from the chosen leaders.</p> <p>Discuss what kinds of people are represented in the gallery and draw out the qualities which they most admire. Write individual 'pen portraits' of the perfect leader, not necessarily someone who exists, saying why they might choose to use such a person as a guide to what they should do and how they should live. This could be written as a job description and the children could prepare interview questions to ask candidates.</p>	<p>Children can name some inspirational leaders</p> <p>Children can write about leaders, focusing on their qualities and why others might choose to follow them</p>	<p>Photographs and pictures of 'leaders' in a gallery form</p> <p>Selection of non-fiction books and websites about leaders</p>

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<p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>2.1e Interpret a range of forms of religious expression and understand why they are important in religion</p> <p><i>To be able to draw out the qualities of Jesus as expressed in Bible stories and Christian artwork</i></p>	<p>What kind of leader was Jesus?</p> <p>How do artists represent stories about Jesus?</p>	<p>Stories of the life of Jesus</p>	<p>Share stories of the life of Jesus to show his power and humility. Ask groups of pupils to look at particular stories showing Jesus as teacher, carer for the poor, brave, concerned for the sick, etc. Ask them to draw out the characteristics shown from the story and to illustrate the story, surrounding their picture with key words describing Jesus.</p> <p>Introduce a series of illustrations of stories of Jesus from a variety of cultural origins and draw out the qualities of Jesus the artist seems to wish to convey through the art. Use the DVD <i>Pathways to Belief: Christianity 2</i> to show the sequence about an artist who represents the stories of Jesus.</p>	<p>Children can identify qualities of Jesus shown through a selection of Bible stories</p> <p>Children can share their own ideas about the qualities of Jesus conveyed through Christian artwork</p>	<p>Children's bibles and bible story books focusing on the life of Jesus e.g. The wedding at Cana, healings, cleansing the Temple, Temple visit as a boy, Sermon on the Mount, meeting Zaccheus</p> <p>DVD: <i>Pathways of Belief: Christianity 2, The Life and Teaching of Jesus</i>, BBC</p> <p><i>Jesus Through Art</i>, Margaret Cooling, RMEP</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (i) investigate the significance of religions in local, national and global communities</p> <p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p><i>To be able to ask questions to find out how a Christian might follow their leader Jesus</i></p>	<p>How do Christians try to show Jesus' importance and follow him?</p>	<p>The Christian practice of asking for support through prayer to Jesus as they help the sick and needy, take action for justice, defend the weak, etc</p>	<p>Interview a visitor as a representative of a local church or Christian group to discover what they do to follow their leader Jesus. Prepare questions beforehand based on the things they have discovered about Jesus.</p> <p>Present the pupils with scenarios so that they can discuss in groups, or as a class, how Christians could follow Jesus in particular circumstances, e.g. At the scene of an accident, on meeting someone begging, etc</p> <p>Children could also scrutinise documentary evidence obtained from a local church as a means for looking for evidence of choices to live by the example of Jesus.</p>	<p>Children can devise questions to ask a visitor in order to find out how a Christian might follow Jesus as leader</p> <p>Children can discuss ideas for a Christian response to different scenarios based on Jesus' example</p>	<p>Christian visitor or documentary evidence such as church notices, minutes of meetings, written prayers etc</p>

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<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>To be able to match Buddha's qualities to Buddhist living</p>	<p>What kind of leader was the Buddha?</p> <p>How do Buddhists try to follow his teachings?</p>	<p>The life of the Buddha</p> <p>Avoiding greed and anger, showing respect for all life, following Buddhist teachings</p>	<p>Hear stories about the life of the Buddha or use video excerpts to explore particular stories. Ask the children to draw out the important qualities of the Buddha which Buddhists would use as a guide.</p> <p>Repeat the visitor activity if possible or use books to try to match what Buddhists do with what the Buddha taught, focusing on lifestyles.</p> <p>Consider the Jataka Tales which show noble behaviour. Draw out what they teach as a pattern for Buddhists. Children could attempt to write their own tale in the same style as the Jataka stories to illustrate a noble quality.</p>	<p>Children can identify qualities of the Buddha through the stories of his life and the Jataka Tales.</p> <p>Children can explain Buddhist lifestyles in relation to the example and teachings of the Buddha</p>	<p>DVD, <i>Animated World Faiths: the Life of the Buddha</i>, Quest, Channel 4</p> <p>DVD: <i>Buddhism for Key Stage 2</i>, Clear Vision Trust</p> <p>DVD: <i>The Monkey King and Other Buddhist Tales</i>, Clear Vision Trust</p> <p>Jakata Tales</p> <p>Books about the Buddhist tradition</p>

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<p>2.1a (ii) identify and begin to describe similarities and differences within and between religions.2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p><i>To be able to explore qualities expressed about Buddha and Jesus through statues and rupas</i></p>	<p>How do Christians and Buddhists express what they think about their leaders?</p>	<p>The use of images of Jesus and Buddha rupas</p>	<p>Give the pupils opportunity to handle statues, artefacts and rupas and ask them to try to puzzle out what these tell us about how followers feel about Jesus and the Buddha. Scribe the pupils' responses.</p> <p>It may be appropriate to explain the various mudra (Buddha's hand positions) and their meanings to the children when inspecting the Buddha rupas (see glossary of terms).</p> <p>Give pupils the opportunity to draw comparisons between Buddha and Jesus as leaders and the mutual qualities they possess, as well as the similarities that may exist between the ways in which Buddhists and Christians may respond to life's circumstances as followers of these leaders.</p>	<p>Children can share their own ideas about what statues, artefacts and rupas tell us about Buddha and Jesus as leaders</p>	<p>Buddha rupas</p> <p>Crucifix</p> <p>Sacred Heart statue of Jesus</p> <p>Madonna and Child statue/picture</p> <p><i>Jesus Worldwide, CEM</i></p>

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<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to identify qualities of leaders they find admirable</i></p>	<p>What do I try to copy from the person I most admire?</p>	<p>Pupils' responses about qualities</p>	<p>From discussion, draw out a list of admirable characteristics for a leader, or to protect anonymity, ask pupils to post the qualities they most admire on slips of paper into a post box made for the purpose. Discuss the outcomes.</p>	<p>Children can identify the qualities they find most admirable in a leader</p> <p>Some children may relate these to a specific leader of their choosing</p>	<p>Postbox Slips of paper</p>