

# Topic Title: Buddhism Encounter

## Whole School Autumn 2



### Disciplinary Focus:

To ensure that our children are seeing religions and worldviews through different lenses, our 'encounters' don't have a disciplinary focus like our 'in-depth investigations'; rather, an approach that balances the three disciplines across this whole-school learning journey.

### Background for Teachers:

- *Voices from Buddhist Worldview Traditions:*  
<https://www.reonline.org.uk/resources/voices-from-buddhist-worldview-traditions/>
- *Examining Religion and Beliefs: Buddhists:*  
<https://www.natre.org.uk/resources/termly-mailing/examining-religion-and-belief/buddhists/>
- *The Life of the Buddha:*  
<https://buddhismforkids.net/LifeBuddha.html#header11-78>

#### Key Stage 1:

- *What do Buddhists value the most?*  
<https://www.reonline.org.uk/resources/what-do-buddhists-value-most/>
- *Charlie and Blue Learn About Enlightenment:*  
<https://www.reonline.org.uk/resources/charlie-and-blue-learn-about-enlightenment/>

#### Key Stage 2:

- *Life of the Buddha:*  
<https://thebuddhistcentre.com/stories/schools/teachers/life-of-the-buddha/>
- *What answers might be given by Buddhists and other people to questions about life and suffering?*  
<https://www.reonline.org.uk/resources/what-answers-might-be-given-by-buddhists-and-other-people-to-questions-about-life-and-suffering/>
- *Superstars Jesus and Siddhartha: Do We Make Gods of Men?*  
<https://www.reonline.org.uk/resources/superstars-jesus-and-siddhartha-do-we-make-gods-of-men/>

### Previously On ... (Links to Prior Learning):

At the beginning of the 'encounter' in each year group is a 'Previously On ...', which includes reference to key stories and vocabulary, to support children in recalling prior learning. In addition, there are questions that will scaffold the connections that children are able to make to prior learning about Christian beliefs and practice.

### Big Questions:

How did Prince Siddhartha become the Buddha?

What does 'enlightenment' mean?

What do Buddhists believe to be of great value in life?

What problems did the Buddha want to find the answers to?

Is it possible to avoid all suffering and sadness in life?

Why are meditation and reflection so important to Buddhists?

Can everyone change for the better?

What does Dukkha mean? In what way are the Four Noble Truths the Buddha's response to this?

How does the Eightfold Pathway help Buddhists to make decisions?

How relevant is the Eightfold Pathway in our society today?

How is the Buddha believed to have changed lives? How is this symbolised by the Wheel of Life?

What similarities and differences are there in the ways that the Buddha and Jesus tried to find meaning in life and show a path to live by?

# EARLY YEARS FOUNDATION STAGE

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to retell a simple story about Buddha.	<p><b>Starter:</b> Children to be invited to bring in a special book and explain why it is special to them. How does their special book make them feel?</p> <p><b>Input:</b> Recap how there are a variety of ways in which people live their lives – and that people have certain rituals that are part of their everyday lives and values. What are the children able to remember about Christians – and about what is special to them? About the rituals in their lives that have religious meaning? Show the children photos from their ‘Creation’ topic from before half term to support recall. Which holy book is special to Christians? What makes the Bible special to Christians?</p> <p>Explain that Buddhists are another group of people, who also have rituals in their lives that have religious meaning – some of these are the same as Christians, some of these are different. Buddhists follow the Buddha and just as Christians have their own holy book, Buddhists have their own holy texts. They contain the writings of the Buddha. Show images of the Buddha and some of the writings – Jataka Tales from the Tipitaka.</p>	<p><b>Task:</b> Explain that you are going to listen to a story from the life of the Buddha – a story from the holy texts special to Buddhists.</p> <p>Possibilities include:</p> <ul style="list-style-type: none"> <li>• <i>The Forest Owlet Saves the Mahogany Trees</i></li> <li>• <i>The Secret of the Palesh Tree</i></li> <li>• <i>The Parrot and the Fig Tree</i></li> <li>• <i>The Lion King and the Coconut Tree</i></li> <li>• <i>The Chinkara and the Strange Tree</i></li> <li>• <i>The Mischievous Monkey in the Banyan Tree</i></li> <li>• <i>The Golden Elephant</i></li> </ul> <p>These could either be read aloud or watched online followed by a selection of ‘retelling’ challenges e.g. role play, small world play.</p> <p>Which religion has the story come from? Who would they like to meet from the story? What would they ask them? What does it make them wonder?</p>	<p><b>Plenary:</b> How do we care about the books that we love? How might Christians care about and show respect for the Bible? How might Buddhists care about and show respect for the Tipitaka? Look at some photos of the Bible and Buddhist sacred texts – how are special books kept and decorated?</p>

Lesson 2	<p><b>LO:</b> to recognise the Vihara as a special place for Buddhists.</p>	<p><b>Starter:</b> <i>'If I could go anywhere ...'</i> – start with a circle time that lets children express where they would love to go and why.</p> <p><b>Input:</b> Discuss what makes a place special and how these special places make us feel. Where might a special place for Christians in our community be? Children to have brought in photos or share them posted on Class Dojo.</p> <p>Explain that meditation is a special part of life for a follower of the Buddha – the Vihara allows them to find peace and calmness in coming together. When during the school day do the children have opportunities for peace and quiet? How does this make them feel?</p> <p>Guided visualisation using the stilling script saved to SharePoint. Ask the children to close their eyes and enjoy a journey into their imagination with you, to a special place. Use the script to focus on taking pupils to their special place. What can they see, hear, touch? How do they feel? What memory of the special place do they want to keep?</p>	<p><b>Task:</b> Children to draw or paint the memory of the special place that they have journeyed into in their imagination that they want to keep – follow the guided visualisation up with artwork to express their se or written independently for a further challenge.</p>	<p><b>Plenary:</b> Look at some photos of Buddhist Temples and explain that these are also special places for the follower of the Buddha, where they gather to worship, just like Christians gather to worship in a church. Identify some of the important features that show that the Vihara is a special place for Buddhists; for example, statues of the Buddha, flowers, singing bowl.</p>
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# YEAR 1

YEAR 1				
LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<b>LO:</b> to understand how Prince Siddhartha became the Buddha.	<p><b>Starter:</b> Give each child a lotus flower template cut out on card and ask them to colour the back in with wax crayon. Ask the children for ideas about what is most valuable in their life and write this on the inside of their lotus flower, then fold in the petals and place them in a tray of water. Play some Buddhist meditative music and watch petals open slowly, revealing the things that are most valuable in life.</p> <p><b>Input:</b> Explain that over the next fortnight, we will be learning about Buddhism, which is another of the world's largest religions. It originated in India about 2,500 years ago.</p> <p>Show the names 'Prince Siddhartha' and 'The Buddha' and introduce the story of <i>Under the Bodhi Tree: A Story of the Buddha</i>. Ensure that the children are clear that Buddha was a human being.</p>	<p><b>Task:</b> Children to complete sequencing activity to recall the main parts of the story of the Buddha. This could include:</p> <ul style="list-style-type: none"> <li>• Whole-class storyboarding or story mapping.</li> <li>• Children working in pairs or small groups to order a set of picture cards showing the main parts, then writing a sentence to accompany each.</li> <li>• Children working independently to rewrite the story of Buddha, using key vocabulary and a set of picture cards to support them.</li> </ul> <p>Further challenge: what do the children think is the most important part/are the most important parts of the story?</p>	<p><b>Plenary:</b> What hard challenges did the prince have to face? What made them hard challenges?</p>

Lesson 2	<p><b>LO:</b> to understand what 'enlightenment' means in Buddhism.</p>	<p><b>Starter:</b> 'Rally Robin' – children to retell the story of the Buddha, taking it in turns to share a sentence orally. Use sequencing and key vocabulary from last week to support.</p> <p><b>Input:</b> Last week, we shared the most valuable things in our lives. Ask the children to share some of the most valuable things in the world – and to reflect on how discussing the good things in the world makes them feel.</p> <p>Recap the Buddhist belief that Buddha was the first person to become enlightened – and that any being can become enlightened as Buddha did. What are children able to recall about what 'enlightenment' means? Ensure that a link is made to the idea of being free from suffering – and to finding the truth and showing the path to live by.</p> <p>Play the film <i>Charlie and Blue Learn About Enlightenment</i>: <a href="https://www.youtube.com/watch?v=NzHqdNIPny8">https://www.youtube.com/watch?v=NzHqdNIPny8</a> Record the Four Noble Truths.</p> <p>Replay the film up to the point where Charlie shows Blue her drawing (0:20 to 1:09) and pause. What is Buddha feeling? How are the children able to tell?</p> <p>Replay the scene in the temple up to the point where Blue says, <i>'It sounds easy when you put it like that'</i> (1:48 to 3:53). Pause and point out the Fourth Noble Truth:</p> <p><i>The way to give up wanting the wrong thing is to become more peaceful and think more about how to be kind and helpful to others.</i></p> <p>Children to reflect on how they could each do that – how they could each become more peaceful, kinder and more helpful to others. Think, pair, share.</p>	<p><b>Task:</b> Create a class 'Path to Happiness'. Give each child two footprint templates (one left and one right!) and ask them to think of two ways in which they could be kinder and more helpful to others. They can either draw or write their ideas onto their footprints. The final footprints will create a class 'Path to Happiness' based on what they have learnt through the Buddhist teaching.</p> <p>Further challenge: in which order should we place the footprints? Which ones could we begin with? Are there some that must come later because they can't be followed without the earlier steps.</p>	<p><b>Plenary:</b> What are the children now able to add to what they understand about what it means to become enlightened?</p>
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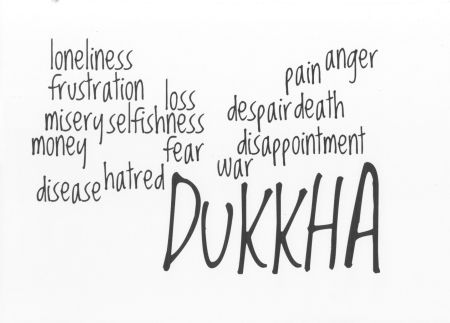
## YEAR 2

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to recognise the Buddhist belief in rebirth.	<p><b>Starter:</b> What can the children remember about the story of the Buddha? About the Four Noble Truths? About enlightenment? Display key vocabulary and return to the story of <i>Under the Bodhi Tree: A Story of the Buddha</i> to support recall of prior knowledge and understanding as necessary.</p> <p><b>Input:</b> Return to the part of the story of the Buddha where he remembers all his 'past lives' and explain how Buddhists believe that when a person dies, they will usually be 'reborn' in a different form depending on how they have lived their life. Rebirth is also known as reincarnation. The ultimate goal of Buddhists is to reach 'Nirvana', a state of enlightenment, freeing themselves from the endless cycle of rebirth and suffering. When someone reaches 'Nirvana', their soul is in harmony with the universe and they would cease to exist.</p> <p>There are many stories in Buddhism that describe the Buddha's previous 'lives', sometimes as an animal. These stories show how the Buddha did many helpful things in his previous lives, which helped his progress from one life to the next – and, ultimately, his progress to enlightenment. One of these stories is about a Monkey King, who put others before himself.</p> <p>Watch the story of <i>The Monkey King</i>:  <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty</a></p> <p>Stop at the point where a mango falls into the water and drifts. What might happen next? How would this enable Buddha to do something helpful?</p>	<p><b>Task:</b> Children to complete sequencing activity to recall the main parts of the story of the Monkey King. This could include:</p> <ul style="list-style-type: none"> <li>• Whole-class storyboarding or story mapping.</li> <li>• Children working in pairs or small groups to order a set of picture cards showing the main parts, then writing a sentence to accompany each.</li> <li>• Children working independently to rewrite the story of the Monkey King, using key vocabulary and a set of picture cards to support them.</li> </ul> <p>Further challenge: why might the Monkey King have sacrificed himself to save the other monkeys?</p>	<p><b>Plenary:</b> What might Buddhists believe that this story tells them about how to live their life?</p>

Lesson 2	<p><b>LO:</b> to explore what Buddhists believe to be of great value.</p>	<p><b>Starter:</b> ‘Rally Robin’ – children to retell the story of the Buddha, taking it in turns to share a sentence orally. Use sequencing and key vocabulary from last week to support.</p> <p><b>Input:</b> Explain that today, we are going to dive deeper into the story of the Monkey King to explore what Buddhists believe to be of great value in life.</p> <p>Ask the children to imagine that they are one of the band of monkeys living harmoniously in the mango tree. Take them through the following actions:</p> <ul style="list-style-type: none"> <li>• Climb the tree.</li> <li>• Explore.</li> <li>• Eat and enjoy the mangoes.</li> <li>• Sleep, play and carefully pick all the fruit that hangs out over the water.</li> <li>• Tell them that the human king and his soldiers have arrived – hide in the branches.</li> <li>• They are very frightened – try not to move or make a sound.</li> <li>• Watch the Monkey King leap over the river and make himself into a bridge.</li> <li>• Cross the bridge one at a time, quietly and carefully, to safety.</li> </ul> <p>How did the children feel when the Monkey King made himself into a bridge for them to cross? When they escaped? What would have been the consequence if they hadn’t been able to escape?</p> <p>What might the Monkey King have been thinking as he chose to make himself into a bridge for them to cross? And when they escaped?</p>	<p><b>Task:</b> Children to be given an image of the Monkey King making himself into a bridge for the band of monkeys to help the band of monkeys cross and escape, surrounded by empty thought bubbles. Children to record ideas about what the Monkey King might have been thinking – what thoughts might have driven him to make this choice.</p> <p>Further challenge: what might a Buddhist have done in the human king’s situation?</p>	<p><b>Plenary:</b> What do we learn from this story about what Buddhists value the most? Why?</p>
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# YEAR 3

LEARNING OBJECTIVE	WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
<p>Lesson 1</p> <p><b>LO:</b> to recognise that the Buddha wanted to find answers to the problems of suffering and sadness in life.</p>	<p><b>Starter:</b> What can the children remember about the story of the Buddha? About the Four Noble Truths? About enlightenment? Display key vocabulary and return to the stories of <i>Under the Bodhi Tree: A Story of the Buddha</i> and the Monkey King to support recall of prior knowledge and understanding as necessary.</p> <p><b>Input:</b> Show the words ‘suffering’ and ask the children to write down two words (not phrases) that come to mind when they hear the word ‘suffering’. Type each child’s responses into Wordle, even those that are duplicated. Type in the word ‘Dukkha’ more times than the most common response from the children. Which are the most common ideas about suffering?</p>  <p>Explain the significance of the story of the Four Sights in helping the Buddha to find answers to the problems of suffering and sadness and, in turn, finding the truth and showing the path to live by.</p> <p>Watch the film <i>‘The Boyhood of Siddhartha’</i>:  <a href="https://thebuddhistcentre.com/stories/schools/teachers/life-of-the-buddha/">https://thebuddhistcentre.com/stories/schools/teachers/life-of-the-buddha/</a>          Pause the film at 4:40: <i>‘They set him thinking and he couldn’t ignore the questions that they raised in his mind.’</i>          What questions might the Four Sights have raised in his mind about suffering and sadness? Create a list of possible questions as a class before continuing.</p>	<p><b>Task:</b> Children to imagine that they are Prince Siddhartha and, using pictures from newspapers or drawing their own pictures, make a poster of the Four Sights as he might see them today, where we live or in other parts of the world. What things might he see that would make him stop and think? What question might each of these have raised in his mind about suffering and sadness?</p> <p>Further challenge: Prince Siddhartha’s father tried to protect him from all the unpleasant things in life. Is it possible to avoid all suffering and sadness in life?</p>	<p><b>Plenary:</b> What effect did the fourth person that Prince Siddhartha met have on him?</p>



Lesson 2	<p><b>LO:</b> to recognise the Buddhist belief that ‘all things change’.</p>	<p><b>Starter:</b> Stilling exercise to give the children an idea of what it’s like to meditate:  <a href="https://thebuddhistcentre.com/system/files/groups/files/simple_stilling_exercise_for_children.pdf">https://thebuddhistcentre.com/system/files/groups/files/simple_stilling_exercise_for_children.pdf</a></p> <p><b>Input:</b> Recap how Prince Siddhartha started off as a person, just like us. However, Buddhists believe that when he became enlightened, he became perfectly wise, compassionate, peaceful and happy. He said that there was no limit to how much a person could change for the better.</p> <p>Watch the film ‘<i>Enlightenment</i>’:  <a href="https://thebuddhistcentre.com/stories/schools/teachers/life-of-the-buddha/">https://thebuddhistcentre.com/stories/schools/teachers/life-of-the-buddha/</a></p> <p>Reflecting on the stilling exercise and what they have watched in the film, why do the children think meditation and reflection are so important to Buddhists? Do the children think everyone can change for the better? What examples do they have of people they know changing for the better?</p>	<p><b>Task:</b> Children to list ten of their favourite things. Which would be the hardest of these things to give up? Why?</p> <p>Imagine that the Buddha had challenged them to give up this thing. What might they gain from giving this thing up? How might this change them for the better?</p> <p>Further challenge: the Buddha also said that people don’t want things to change or come to an end – and that wanting things to change is one of the things that causes suffering and sadness. Do you agree?</p>	<p><b>Plenary:</b>  Watch the film ‘<i>The Buddha Decides to Teach</i>’:  <a href="https://thebuddhistcentre.com/stories/schools/teachers/life-of-the-buddha/">https://thebuddhistcentre.com/stories/schools/teachers/life-of-the-buddha/</a>  Why do the children think the pond full of lotuses reminded the Buddha of the way humans change?</p>
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# YEAR 4

YEAR 4				
LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to explain the Buddhist concept of Dukkha.	<p><b>Starter:</b> What can the children remember about the story of the Buddha and Buddhist beliefs about suffering and enlightenment?</p> <p><b>Input:</b> Tell the story of <i>Kisa and the Mustard Seed</i>:  <a href="https://buddhiststories.wordpress.com/2012/11/03/kisa-gotami-and-the-mustard-seed/">https://buddhiststories.wordpress.com/2012/11/03/kisa-gotami-and-the-mustard-seed/</a>            Why did the woman suffer? Does everyone suffer?</p> <p>Introduce the Buddhist concept of Dukkha, the first of the Four Noble Truths, usually translated as 'suffering'. Watch the following film about the Four Noble Truths:  <a href="https://www.youtube.com/watch?v=Td1inp7yvSQ">https://www.youtube.com/watch?v=Td1inp7yvSQ</a>            Why is Dukkha important? Work collaboratively to identify experiences and situations in the world, and in life, that could be described as Dukkha.</p> <p>Explain that the Four Noble Truths are the Buddha's response to Dukkha – suffering – along with the Eightfold Path. Buddhists believe that following the Eightfold Path makes us more mindful of our actions, leading to the end of suffering and, ultimately, enlightenment. Recap how Buddhists believe that enlightenment frees them from the endless cycle of suffering and rebirth. The Noble Eightfold Path is also known as 'The Middle Way' – the Buddha had once lived a life of luxury as a prince and he had also tried a life of extreme hardship as a holy man. He taught that following 'The Middle Way' leads to happiness and freedom from suffering.</p> <p>Introduce the children to the eight steps of the Eightfold Path, linked to the Fourth Noble Truth. Why do they think the Dharma wheel is the symbol for Buddhism?</p>	<p><b>Task:</b> Give the children an Eightfold Path diagram and some examples of ways that Buddhists might live their life to be sorted into the relevant steps – see SharePoint.</p> <p>Further challenge: children to add an example of their own of how Buddhists might live their life linked to each of the eight steps.</p>	<p><b>Plenary:</b> Do Buddhists feel differently about Dukkha to non-Buddhists?</p>

Lesson 2	<p><b>LO:</b> to explore the value of Dukkha to Buddhists.</p>	<p><b>Starter:</b> <i>‘Two Buddhists faced with the same situation would always respond in the same way. True or False?’</i></p> <p><b>Input:</b> Recap the key learning points from last lesson – how the Eightfold Pathway helps Buddhists and the impact of the Eightfold Pathway in helping Buddhists to make decisions.</p> <p>Show a continuum from 0-10 – this could be a piece of ribbon across the front of the classroom for children to position themselves along, a continuum marked out on the whiteboard or paired examples. How helpful do the children think the eight steps are for Buddhists? Why?</p>	<p><b>Task:</b> Whole-class debate about whether the Buddha’s Eightfold Pathway is relevant in our society today. Work collaboratively to explore points for and against this – points that the Eightfold Pathway is still relevant and points that it is no longer relevant.</p>	<p><b>Plenary:</b> How relevant is the concept of Dukkha in the children’s own lives? Which of the eight teachings would they need help with? Where could they get this help from?</p>
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## YEAR 5

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<b>LO:</b> to explore how the Buddha is believed to change lives.	<p><b>Starter:</b> What can the children remember about the story of the Buddha and Buddhist beliefs about suffering and enlightenment?</p> <p><b>Input:</b> Explain that the children are going to dig deeper into how the Buddha is believed to change the lives of people, animals and spirit beings, wherever they find themselves – linking to what people believe about life and suffering. Recap how Buddhists believe that the Buddha, through his own great efforts, found out the best way to live.</p> <p>Explain that Buddhists believe every action has a consequence for good or bad, known as karma, and that this cannot be avoided. Show the Bhavachakra image and explore this together, with a particular focus on the six worlds of existence. These show that there is suffering everywhere but that in each world, the Buddha is there to help.</p> <ul style="list-style-type: none"> <li>• What details do you notice in the picture of each world?</li> <li>• What interests or puzzles you the most?</li> <li>• How can you tell that one figure in each of the six ‘worlds of existence’ is the Buddha?</li> <li>• What might the Buddha’s gifts symbolise?</li> <li>• What kind of beings are living in each of the six parts?</li> </ul> <p>See ‘<i>What Answers Might Be Given by Buddhists?</i>’ resource on SharePoint to support discussion about what Buddhists believe is being illustrated and symbolised in each section.</p>	<p><b>Task:</b> Provide the children with a copy of the Wheel of Life and ask them to label the different sections with key points about what Buddhists believe is being illustrated and symbolised.</p> <p>Imagine that a being in each world has the opportunity to ask the Buddha one question – what might this question be?</p> <p>Further challenge: what other religions can you think of that picture special people in this way?</p>	<p><b>Plenary:</b> Explain that it is possible to take this account of six world literally – that beings may be reborn in different worlds – but that it might also apply to our lives here and now in terms of the way people behave. What might it mean to behave like an animal? Or a hungry ghost?</p>

Lesson 2	<p><b>LO:</b> to explore how the Buddha is believed to change lives.</p>	<p><b>Starter:</b> What do the children notice about the monster holding the whole Wheel of Life in its mouth? Why does a monster hold the Wheel of Life? Build on the children's ideas to discuss how it links to the Buddhist belief that all of life is in the grip of suffering and death.</p> <p><b>Input:</b> Recap how Buddhists believe that the Buddha's teaching can help everyone to stop suffering, wherever they are, by stopping self-centred desires.</p> <p>Show six 'bad attitudes' that might be linked to each state of being:</p> <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Selfishness</li> <li>• Wilful Ignorance</li> <li>• Pride</li> <li>• Greed</li> <li>• Planning to Do Evil</li> </ul> <p>What examples can the children think of where each of these attitudes might lead to negative consequences?</p> <p>It is possible to take these six worlds literally – that beings may be reborn in different worlds – but that it might also apply to our lives here and now in terms of the way people behave.</p>	<p><b>Task:</b> How might the Buddha be helping the creatures in each world? This could be completed as a 'Jigsaw', in which the class is divided into six groups and each group focuses on one of the six worlds before feeding back to the rest of the class. Alternatively, the children might work in pairs or independently to annotate their own copy of the Wheel of Life.</p> <p>Further challenge: create a modern-day example to describe the state of mind of each of the six worlds.</p>	<p><b>Plenary:</b> Many Buddhists use the Wheel of Life to meditate on. They might look at each section and consider what it means for them. Others prefer not to use such paintings for meditation but instead to meditate on a single point or thought. Which method do children think might help a Buddhist to lead a happier life?</p>
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# YEAR 6

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to compare key beliefs about how Jesus and the Buddha tried to find meaning in life.	<p><b>Starter:</b> What can the children remember about the story of the Buddha and Buddhist beliefs about suffering and enlightenment? Show key vocabulary shown on the front of this planning to support recall.</p> <p><b>Input:</b> Show a set of images of the Buddha, such as in different cultural forms (Thai, Indian, Chinese) at different points in his life (as a prince, starving, as a teacher, reclining prior to attaining enlightenment) and of the ways the Buddha image is used today (an ornament, in a Buddhist shrine). What do the children think the meaning of the image for Buddhists might be? What message are the artists trying to communicate? How much sense would this message make to North Indian people 2,500 years ago?</p> <p>Recap the story of the Buddha – this could be using the story of <i>Under the Bodhi Tree: A Story of the Buddha</i>, which is the key text in earlier year groups. In what ways does Prince Siddhartha try to find meaning in life? Refer back to the ideas that the children shared during the starter activity.</p> <p>In what ways does Jesus find meaning in life? How do these ways compare to the ways of Prince Siddhartha? Remind the children that some people today think of Jesus of Nazareth as the Son of God and Siddhartha Gautama as the man who attained Enlightenment and then escaped from being reborn.</p>	<p><b>Task:</b> Children to identify similarities and differences between Prince Siddhartha and Jesus – not only physical similarities and differences but also in the ways that they tried to find meaning in life, their teachings and the path to live by that they show. This could be presented as a T-diagram or a Venn diagram, for example.</p> <p>Further challenge:</p>	<p><b>Plenary:</b> Invite children to contribute their ideas about the similarities and differences to complete a whole-class diagram.</p>

Lesson 2	<p><b>LO:</b> to explain the meaning of a Buddhist parable – and compare this to the meaning of a Christian parable.</p>	<p><b>Starter:</b> Hold up a dictionary and explain that before you look up the word ‘parable’, you are challenging the children to write a definition as close to that in the dictionary as possible! Where have they heard the word before? What is a parable? What parables do they know?</p> <p><b>Input:</b> Explain that, just like the Bible in Christianity, Buddhism has its own sacred texts that have been developed over more than 1,500 years. The sayings of the Buddha were carried down through oral tradition after he died. The Holy Book of Buddhism is known as the Tripitaka.</p> <p>Introduce the Buddhist <i>Parable of the Burning House</i>. Explain that it is a story about how something that is not actually ‘true’ in a literal way is being used as a way of helping Buddhists to understand a larger ‘truth’ or moral lesson. How do the children think this compares to the purpose of Christian parables?</p> <p>Share <i>The Parable of the Burning House</i>. Why do the children not heed their father’s warning about the fire? What is the moral lesson within this story?</p>	<p><b>Task:</b> Children to reflect on the ways in which people today are like the children in the story. What might wake people up to the ways in which they waste their lives today?</p> <p>Further challenge: there is no evidence that the Buddha actually spoke this text. Does it matter whether the Buddha actually spoke this text or not?</p>	<p><b>Plenary:</b> What similarities are there in the way that Christians and Buddhists may think about Jesus and the Buddha?</p>
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