



## RE MTP Overview - Buddhism

### Year 4 Autumn 1

#### *Jigsaw Unit Overview*

<b>Theme</b>	<i>The Life of The Buddha</i>		
<b>Concept</b>	<i>Beliefs &amp; Moral Values</i>		
<b>Religion</b>	<i>Buddhism</i>		
<b>Enquiry Question</b>	<i>Is it possible for everyone to be happy?</i>		
<b>Learning Intention</b>	<i>We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.</i>		
<b>Resources</b>	<i>Discovery RE</i>		
<b>Assessment</b>	<p><b><u>Engagement</u></b>  <b>WTS:</b> <i>I can talk about what makes me happy and think about why some people may not be happy.</i></p> <p><b>EXS:</b> <i>I can start to show an understanding of why people think it is difficult to be happy all the time.</i></p> <p><b>GDS:</b> <i>I can give an opinion on whether helping other people to be happy might make me happy also.</i></p>	<p><b><u>Knowledge &amp; Understanding</u></b>  <b>WTS:</b> <i>I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points.</i></p> <p><b>EXS:</b> <i>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</i></p> <p><b>GDS:</b> <i>I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw.</i></p>	<p><b><u>Evaluation/Critical Thinking</u></b>  <b>WTS:</b> <i>I can start to explain why Siddhattha was unhappy even though he was a prince.</i></p> <p><b>EXS:</b> <i>I can begin to show an understanding of what being happy means to Buddhists.</i></p> <p><b>GDS:</b> <i>I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.</i></p>
<b>Enrichment</b>	<i>To look at countries and famous landmark where Buddhism originated from e.g.reclining golden buddha</i>		



## RE MTP

### Year 4 , Autumn 1 Week 1

Step 1: Engagement	Lesson 1
Focus Skill	<b>Explaining:</b> Comment on connections between questions, beliefs, values and practices.
Learning Intention	<b>To explore the concept of happiness.</b>
SOLO SC: Uni- Structural <i>Bronze</i>	I can think about what happiness means to me.
SOLO SC: Multi- Structural <i>Silver</i>	I can list different ways people can make themselves feel happy
SOLO SC: Relational <i>Gold</i>	I can explain why it might or might not be possible for everyone to be happy at the same time.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how mental and physical health work together to help us to feel happy.
Key Vocabulary for the lesson/unit	Mental wellbeing Contentment Bliss anecdotal
Starter	Play Happy song by Pharrell Williams
Teacher Input / Activity	<ol style="list-style-type: none"><li>1. Introduce Egbert Owl, their wise friend who will ask them challenging questions and who they can ask questions to. Show them the envelope cards. See 'Introducing the Discovery RE Owl Crew' in the paper or Google folder for how to use the Owl and the envelopes</li><li>2. Play 'Happy' by Pharrell William</li><li>3. Q - What makes you happy? Recall a time when you were really happy. Share and feedback ideas. Make a class list.</li></ol>

	<ol style="list-style-type: none"> <li>4. Look at our pillars. Which of them are aimed at helping us to feel happy? Look particularly at our <b>health</b> pillar and talk about how having a healthy mind and healthy body can help us to feel happy.</li> <li>5. Draw a picture of when you were really happy and write about what you were doing, how it made you feel and why it made you so happy.</li> <li>6. Sing 'if you're happy and you know it clap your hands.'</li> <li>7. Q - Who might not feel like singing this song right now? E.g. people in a war zone, people who are sad or unwell.</li> <li>8. Q - Is it possible for everyone to be happy? Record initial ideas on a flipchart and explain that we will explore this idea further</li> </ol>		
<p><b>Possible Misconceptions</b> (What are the children likely to find challenging?)</p>	<ul style="list-style-type: none"> <li>- That the teacher is looking for a specific answer to the question.</li> <li>- Everyone's idea of happiness is the same, the same things make people feel happy.</li> </ul>		
<p><b>Resources</b></p>	<p>Background information  <a href="https://drive.google.com/drive/u/0/folders/1p-dXQBChwx6rZiYFYdrHdItS2buDmwzq">https://drive.google.com/drive/u/0/folders/1p-dXQBChwx6rZiYFYdrHdItS2buDmwzq</a></p> <p>Knowledge organiser  <a href="https://discoveryschemeofwork.com/community/#1581953523118-ffe0061c-9865">https://discoveryschemeofwork.com/community/#1581953523118-ffe0061c-9865</a> (username: discovery re, Password: weloveowls)</p> <p>'Happy' by Pharrell William</p> <p>Envelope cards</p>	<p><b>Pillar Links</b></p>	<p><b>Heart</b> - Reflecting on emotions  <b>Hands</b>- Writing down thoughts  <b>Health</b> - Healthy mind and body connected to happiness.</p>
<p><b>Working Wall</b> (What will go on the WW from this lesson?)</p>	<p>Initial ideas on Happiness for Everyone</p>		



**RE MTP**

**Year 4 , Autumn 1, Week 2**

Step 2: Investigation	Lesson 2
<b>Focus Skill</b>	<b>Explaining:</b> Comment on connections between questions, beliefs, values and practices.
<b>Learning Intention</b>	<b>To explore the concept of happiness.</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can list different ways to make someone happy.</b>
<b>SOLO SC: Multi-Structural</b> <i>Silver</i>	<b>I can explain how helping others to be happy can help me feel happy.</b>
<b>SOLO SC: Relational</b> <i>Gold</i>	<b>I can describe whether a motive is selfish or unselfish.</b>
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can reflect on ways I could help others and how I would feel afterwards.</b>
<b>Key Vocabulary for the lesson/unit</b>	Motive / intentions Selfish/unselfish
<b>Starter</b>	“If I were a rich man...” from Fiddler on the Rood.
<b>Teacher Input / Activity</b>	<ol style="list-style-type: none"> <li>1) Play song ‘If I were a rich man’ from Fiddler on the Roof</li> <li>2) Q - if someone gave you a million pounds what would you do? Children discuss ideas in groups and write their ideas on post-its, one idea per post-it. Take a sample of ideas from each group. What does the class notice about these ideas? Can you categorise them into groups e.g. ideas that would help others/ideas that are about buying things or doing things for yourself</li> <li>3) If time Diamond Rank their post-its showing the most important way to use the money down to the least important. Encourage discussion skills and respect for different ideas. Is there a right answer?</li> <li>4) Q - would you give to charity? If so, why? If not, why not?</li> <li>5) Do the exercise again stressing that this time the majority of the money is to be used to help your family or charity - how could this make people happy? How would it make you feel?</li> <li>6) Link to our school values. How might we use those to make people happy? How could we spend the money at school to benefit the school community?</li> </ol>

<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	Money makes you happy Only things you do for yourself make you happy		
<b>Resources</b>	Recording of song 'If I were a rich man' from Fiddler on the Roof Post-its	<b>Pillar Links</b>	<b>Head</b> - Money isn't everything <b>Heart</b> - Compassion for others, helping others
<b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i>			



**RE MTP**  
**Year 4, Autumn 1, Week 3**

<b>Step 2: Investigation</b>	<b>Lesson 3</b>		
<b>Focus Skill</b>	<b>Identity, experience and empathy:</b> Show an understanding of moral and religious issues, and how they can guide lifestyle choices.		
<b>Learning Intention</b>	<b>To explore how the Buddha achieved happiness.</b>		
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can describe what led the Buddha to sit under the tree.</b>		

<b>SOLO SC: Multi-Structural</b> <i>Silver</i>	I can retell the story of the Buddha.
<b>SOLO SC: Relational</b> <i>Gold</i>	I can explain how the story of the Buddha encourages us to be happy.
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	I can reflect on what 'happiness' can mean to different people.
<b>Key Vocabulary for the lesson/unit</b>	Meditation Fleeting Nepal Enlightenment Buddha
<b>Starter</b>	Picture of Money - Would this make you happy? Why?
<b>Teaching Input / Activity</b>	<ol style="list-style-type: none"> <li>1) Recap on last week's discussions about how we would spend a million pounds</li> <li>2) Q - Would being rich always make you happy?</li> <li>3) Introduce Buddhism. Give some background information e.g. it started in what was India but is now Nepal 2,500 years ago.</li> <li>4) Read the Story of the Buddha (see story sheet)</li> <li>5) In groups, children sequence the story using the cards in activity sheet 1</li> <li>6) Decide on which is the most important part of the story. Explain why. Class vote.</li> <li>7) Q - what does this tell us about how easy or difficult it might be to be happy and stay happy? Do you try to stay happy? Is this possible all of the time?</li> <li>8) Why did Buddha sit under the Bodhi tree? Did he work out how to be happy and stay happy even when life is difficult?</li> <li>9) Suggest some of the most important messages of the story e.g. <b>that there are a lot of things in life that hurt people or cause them not to be happy like illness etc but having lots of money and riches may not make someone happy</b></li> <li>10) Link to our pillars - how might focusing on heart and health pillars help someone to achieve happiness?</li> </ol>
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	Money makes you happy Happiness lasts forever - 'happily ever after'

<b>Resources</b>	Story of the Buddah	<b>Pillar Links</b>	<b>Heart</b> - listening and appreciating other cultures/ religions <b>Head</b> - understanding and applying lessons of the Buddah
<b>Working Wall</b> (What will go on the WW from this lesson?)			



## RE MTP

### Year 4, Autumn 1, Week 4

Step 3: Evaluation	Lesson 4
<b>Focus Skill</b>	<b>Identity, experience and empathy</b> :Show an understanding of moral and religious issues, and how they can guide lifestyle choices
<b>Learning Intention</b>	<b>To explore the points of the Eightfold Path</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can recount 2 points of the Eightfold path.</b>
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	<b>I can describe what some parts of the Eightfold path might look like in my life.</b>
<b>SOLO SC: Relational</b> <i>Gold</i>	<b>I can explain how I can include some parts of the Eightfold path in my life.</b>
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can reflect on why Buddhists choose to follow the Eightfold path to try and achieve happiness.</b>
<b>Key Vocabulary for the lesson/unit</b>	Belief Effort Awareness

	Viewpoint 8 fold path Buddhism/Buddhist Buddha	
<b>Starter</b>	Visual comic of the Buddha - or set images recapping story - or short summary video	
<b>Teacher Input / Activity</b>	<ol style="list-style-type: none"> <li>1) Recap on what Buddha realised when he was under the Bodhi tree. One of the most important things he discovered was that trying to lead a good life which helps others and does not hurt people or animals would help someone to be happy</li> <li>2) Explain the 8 fold path to children</li> <li>3) Explore two of the elements of the 8 fold path e.g. right effort, right awareness. How do these link to the school pillars? How could following these elements make people happy?</li> <li>4) Discuss which elements of the 8 fold path would be most difficult to stick to</li> <li>5) If everyone followed the 8 fold path, would it be possible to make people happy all of the time? Is this possible?</li> <li>6) Take one or two elements of the 8 fold path and draw or write about one thing you could do to incorporate this into your life.</li> </ol>	
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	That debate always has a clear resolution. Eightfold path is only for Buddhists	
<b>Resources</b>	Background information on 8 fold path	<b>Pillar Links</b>  <b>Heart</b> - Listening with respect to other religious practices.  <b>Head</b> - reflection on own practice of commitment
<b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i>		



**RE MTP**

**Year 4, Autumn 1, Week 5**

Step 4: Expression	Lesson 5
<b>Focus Skill</b>	<b>Explaining:</b> Comment on connections between questions, beliefs, values and practices.
<b>Learning Intention</b>	<b>To explore the idea of happiness.</b>
SOLO SC: Uni- Structural <i>Bronze</i>	<b>I can identify what makes me happy.</b>
SOLO SC: Multi- Structural <i>Silver</i>	<b>I can describe different things people can do to achieve happiness.</b>
SOLO SC: Relational <i>Gold</i>	<b>I can explain whether I think it is possible for everyone to be happy all of the time.</b>
SOLO SC: Extended Abstract <i>Platinum</i>	<b>I can refer to the teachings of the Buddha in my answer.</b>
<b>Key Vocabulary for the lesson/unit</b>	PoV Rationale Point Evidence Explain
<b>Starter</b>	Show eightfold path and other religious texts e.g bible, torah, Quran. What do they have in common?
<b>Teacher Input / Activity</b>	<ol style="list-style-type: none"> <li>1) Recap on our key question - 'is it possible for everyone to be happy.' Recap on what we have learnt about how easy or difficult it is to be happy, what things we can do to make ourselves and others happy and what Buddhists believe is the key to achieving happiness.</li> <li>2) Children complete activity sheet 2 (page 48) - you may want to adapt the format of this to make it more user friendly</li> <li>3) Invite discussion and help model key points from this half term learning.</li> </ol>
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	There is only one path to happiness Does everyone have the same chances or opportunities to be happy? The mind links to happiness

<b>Resources</b>	Adapted version of activity sheet 2	<b>Pillar Links</b>	Head - reflect and justify own choices and practice Heart - share and listen to each other ideas and thoughts Health - kindness to all helps us and each other
<b>Working Wall</b> (What will go on the WW from this lesson?)			



**RE MTP**  
**Year 4, Autumn 1, Week 6**

Step 4: Expression	Lesson 6
<b>Focus Skill</b>	<b>Reflection of religious beliefs:</b> Describe the impact of beliefs (including festivals) and practices on individuals, groups and communities
<b>Learning Intention</b>	<b>To explore different ways that happiness can be achieved.</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can list ways to show kindness to the children in my class.</b>
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	<b>I can think of a way to show kindness to my class, family and community.</b>
<b>SOLO SC: Relational</b> <i>Gold</i>	<b>I can explain how I am going to put this idea into practise.</b>
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can evaluate my commitment to consider the impact it had on other people.</b>
<b>Key Vocabulary for the lesson/unit</b>	PoV Rationale Point Evidence Explain Ripples of kindness

<b>Starter</b>	Show video of a pebble falling into a pond - what happens? What do you notice? How could this help us with happiness?		
<b>Teacher Input / Activity</b>	<ol style="list-style-type: none"> <li>1) Recap on the work we did last week answering the question 'is it possible for everyone to be happy?'</li> <li>2) Think about how trying to help people to be happy rather than causing hurt could help everyone be happy. Link to our pillars and to Buddhism</li> <li>3) Create a random acts of kindness board. Children think up things that could go on the board. Think of things we can do for our class, our family and our wider community.</li> <li>4) Agree as a class what we are going to do</li> <li>5) Each child to write a commitment, listing three things they are going to do (one for family, one for someone in the class, one for the community).</li> <li>6) Over the next couple of weeks, children mark off the things they have done. Have discussions about how it felt to do it and how the person felt who received the kindness</li> <li>7) Keep a list of things the children have done and publish them in the school newsletter</li> </ol>		
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	That you can present arguments in logical fashion - without it necessarily being your own PoV.		
<b>Resources</b>	Commitment charter template- fancier the better.	<b>Pillar Links</b>	Hands - Creating valid points Heart - understanding a concept from different perspectives
<b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i>			