

KS2 Buddhism: Symbols and Religious Expression



How did Buddha teach his followers to find enlightenment?

**The *EMMANUEL* Project 2020:
Teaching World Religions effectively in Key Stage 2**



THE CHURCH
OF ENGLAND
**Diocese of St Edmundsbury
and Ipswich**

Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



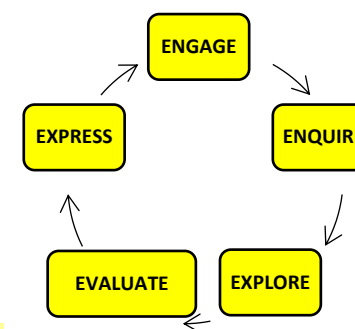
This unit for Key Stage 2 pupils focuses on the Buddhist concept of 'enlightenment'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

It links with common themes in RE syllabuses *e.g. in the Suffolk Agreed Syllabus it links with 'Symbols and Religious Expression: how religious and spiritual ideas are expressed'.*

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Buddhism which relates to the key concept (at least 1 lesson)
- **Explore** a Buddhist understanding of the key concept through 3 areas **(i) Buddhist text /story (ii) Buddhist Community Practice (iii) Buddhist Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

Buddhist Concept

ENLIGHTENMENT



It's a bit like....

- Fully understanding a situation; insight
- Suddenly grasping the truth
- No longer being in the dark
- Waking up to something
- Finally knowing the answer
- Seeing the reason
- Being let into the secret

The English term **enlightenment** is a western translation of the term *bodhi*, "awakening" or "understanding". The root *budh*, from which both *bodhi* and *Buddha* are derived, means "to wake up" or "to recover consciousness. It has the western connotation of a sudden insight into the workings of the mind which keeps us imprisoned in craving, suffering and rebirth and has also gained insight into the way that leads to *nirvana*, the liberation of oneself from this imprisonment. *Buddhists may also talk of enlightenment as insight into our true nature.*

In Buddhism, **enlightenment** is when a Buddhist finds the truth about life and stops being reborn. Buddhists believe a person can become enlightened by following the Middle Way: this is the teaching of the Buddha.

Buddhists become enlightened by using meditation (deep thought). While they meditate, they concentrate very hard and clear their minds of all thoughts.

The Buddha

Siddhartha Gautama (the Buddha) is the first person thought to have reached enlightenment.



Siddhartha was a rich prince and the son of a king. His father went to a fortune teller who predicted that Siddhartha would either become a king or a religious leader. His father wanted him

to become a king. He gave Siddhartha many things and did not let him see anything bad. Siddhartha married a woman and had a son. He named his son Rahula. The name meant "chains". Siddhartha named his son that because he was frustrated. He left the palace on the day his son was born.

Four Sights



Siddhartha travelled for four days. On the first day, he saw an old man. On the second day, he saw a sick woman. On the third day, he saw a funeral. It was his first time seeing death. On the fourth day he saw a sadhu (holy man). This man was very poor but Siddhartha thought that the man was happy despite this.

Siddhartha also knew he himself was rich but unhappy. He decided to leave the palace for good; he would seek an answer to the suffering he had seen.

Asceticism

Siddhartha walked through the forest. In the forest, he found a group of ascetics. He watched them and thought this was the way to be enlightened. For six years

he lived with the ascetics, eating one grain of rice a day and drinking from the river. One day he saw a boat with a musician and his students aboard. Siddhartha overheard the musician say, "If the string is too tight, it will snap. If it is too loose, it will not play." Hearing that, Siddhartha knew he needed to find a 'middle' way. He accepted a bowl of rice from a village girl, breaking his promise to be an ascetic.

Enlightenment



Siddhartha sat at the bottom of the Bodhi tree. He promised to keep meditating until he was enlightened.

For forty days Devaputra Mara, the leader of demons, tried to stop Siddhartha. He made Siddhartha think of scary things. He made demons try to hurt Siddhartha with spears, arrows, fire, and rocks. Siddhartha thought very hard and made the hurtful things look like flowers and shiny coloured lights. His hard thinking led to enlightenment; he had found a 'middle' way.

After he was enlightened, he taught people about what he had learned, with the intention to relieve the suffering of others. He taught people how to realize enlightenment themselves.

Buddha died when he was 80 years old.

Becoming a Buddha

The story of Buddha's life is told as an example of what he learned. Buddhists believe that the Buddha can help them to be enlightened too; they can also be fully 'awakened' or achieve Buddhahood.



© E. Flack

This ultimate goal of Buddhist practice is attained when all limitations have been removed from the mind and one's positive potential has been completely and perfectly realized. It is a state characterized by infinite compassion, wisdom and skill.

Buddha's Teaching



The Buddha is sometimes compared to a physician treating a patient. The First Noble Truth diagnoses a disease. The Second Noble Truth explains the cause of the disease. The Third Noble Truth prescribes a remedy. The

Fourth Noble Truth is the treatment plan.

The Four Noble Truths about suffering and the impermanence of all life, include the Eightfold Path, which is the 'Middle Way' and the means by which enlightenment may be realized.

Buddha explained the Eightfold Path in his first sermon after his enlightenment. It pulls together all his teachings:

1. Right View or Right Understanding, insight into the true nature of reality
2. Right Intention, the unselfish desire to realize enlightenment
3. Right Speech, using speech compassionately
4. Right Action, ethical conduct; manifesting compassion
5. Right Livelihood, making a living through ethical, non-harmful means
6. Right Effort, cultivating wholesome (and releasing unwholesome) qualities
7. Right Mindfulness, whole body-and-mind awareness
8. Right Concentration, meditation or other concentrated practice

Symbols of Enlightenment

Various symbols remind Buddhists of enlightenment e.g. the **Lotus** flower – rising out of the murky depths of a pond, this signifies the awakening of the human spirit.



Other symbols include: the **Bodhi Tree**, under which Buddha achieved enlightenment, and a **wheel** with 8 spokes, the 8-fold path to enlightenment.



How did Buddha teach his followers to find enlightenment?

ENGAGE with the meaning of enlightenment

End of year expectations

The Y5/6 'I can's' below are to help with assessment. For Y3/4, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit.

Teachers' note: Buddha can mean 'enlightened' or 'awakened' one. Buddhists believe all humans have the potential to be enlightened or awakened spiritually. In this first section we engage with the idea of what striving for 'enlightenment' might mean for an individual.

How does it feel to face something that looks hard or new?

Give everyone a square of coloured origami paper and look at a picture of an origami lotus flower, or one you have made earlier! **The children's job is to learn to make one as part of this unit.**

Give them a few minutes to think how the flower is made and do a few experiments. Some may actually know how to do it.

How does it make you feel to be given this task? Have you ever faced other difficult tasks?



How does it feel like when you 'get it'?



It is great when you succeed despite a difficulty. Share examples from children's lives and / or use an example from the news e.g. *Bailey Matthews, aged 8, was determined not to let his cerebral palsy hold him back from his dream of competing in a triathlon. His message is "You can still do it, no matter what."*

<http://www.bbc.co.uk/newsround/33689552>

How do you think Bailey felt when he won his medal?

Sometimes things look tough. We have to decide: *Do we give up or persevere?* A definition of perseverance is: *the quality of continuing to try to achieve a particular aim despite difficulties.*

Perseverance isn't easy. It means that even when things get really hard, we don't give up. A well-known saying is: *When the going gets tough, the tough get going!* Another is: *If at first you don't succeed, try, try, and try again.* What do these sayings mean?

Please read the introductory notes on **ENLIGHTENMENT** in Buddhism.

Challenge children to make their own lotus by the end of the unit. First children to learn must 'enlighten' the others. See **EXPRESS**.

Perseverance may be one of your school values. Learn 'Perseverance' and 'Courage' from James Wright's *Sing the Values*: <http://www.gotallife.com/productions/singoutvalues/series/volume2/index.htm>

Have you any idea what this is and where you might buy it?

Statues like this can be bought at many places, including garden centres. It is an image of the Buddha. He is an example for Buddhists; they believe he tried doing something very hard and persisted until he succeeded.

Gather what children already know about Buddha. Buddha lived centuries ago; he wanted an answer to the problems of life. It took him years but Buddhists believe he found an answer.

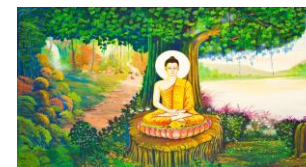


'Buddha' means 'enlightened' one.

What do you think 'enlightenment' means? Share ideas. Maybe you didn't know what this image was. Now you do – you have been enlightened!

Why do Buddhists use a lotus to symbolise enlightenment?

A lotus flower grows up from mud and rises to the surface spreading out in sunlight. The flower opens to reveal its beauty. The thicker and deeper the mud, the more beautiful the lotus.



The lotus, as a Buddhist symbol, shows how even from a murky start, humans can achieve enlightenment.

Remind children of the lotus flower challenge.

Plenary: Can you sit very very still and ... watch?

Teacher's note: In each lesson a 'REFLECTION' is provided. Within Buddhism, training for stillness and observation of the mind is important BUT the plenary is **NOT** Buddhist meditation and should not be presented as such. Maybe the best school analogy is the keeping of the two minute silence for Remembrance Day, an opportunity to **REFLECT**.

By the end of this unit, we want you to be able to make an origami lotus. How will it feel? Who will you share your new skill with? Sit really still and think about this as you watch ...

a preferably music-only video of making an origami lotus

OR Lotus flower unfolding on time-lapse

OR Blooming Tea or buy buds in Chinese supermarkets or online to demonstrate in class.

Buddha picture taken in Finbow's Yard, Bacton, Suffolk!

Buddhists use the lotus to illustrate the tough path to enlightenment. Many images show Buddha sitting on or holding a lotus blossom.

Blooming tea, a dried tea bundle wrapped round dried flowers. In boiling water, the bundle unfurls like a flower.
https://en.wikipedia.org/wiki/Flowering_tea

ENQUIRE into how the Buddha found enlightenment

5f I can ask about the decisions I, and others, make about whether to persevere at a hard task, referring to the story of Buddha

6a I can explain how religious stories of struggles / temptations told by Christians (or Hindus) and Buddhists might influence their teachings about life

6c I can create artwork, similar to a Buddhist piece, based on Buddha's enlightenment and explain the ideas I want to convey.

How might the image of the Buddha give clues on how to reach enlightenment?

From the internet, or using suitable posters, select six images of Buddha in various styles/poses etc. *Ensure at least one includes a lotus flower and they should show a full body, not just a head.*

Prompt discussion about the positions of the Buddha. *Why do you think he is shown sitting / lying down? Would you achieve your own goals through sitting / lying down e.g. in sport? Do the images give clues as to how Buddha found enlightenment?*

Stick images on A3 sheets, with space round the edge for notes.

Display round room. On post it notes, children respond to the images with thoughts or questions. As they move round, children respond to previous notes from others as well as the new image.

Share ideas as a class. How do you think someone might find out the secrets of life?



What story do Buddhists tell about Buddha's own struggle to find enlightenment?

Teacher's notes: Siddhartha Gautama was born to a royal family in India about 560 BC. His father protected him from everything bad. As a young man, he left the palace for the first time, and was shocked to see an old man, a sick man, a corpse and a holy man. He learnt that everyone faced sickness, old age and death and that these frightened people, causing them suffering. Was there a way to free people from this pain? He left home to find the answer.

Leaving the pictures up as a gallery, watch: **Animated World Faiths: The Life of Buddha.**

At three key points, pause the video:

- (2.39) After the prophecy about the prince's future:
Ask: I wonder which path in life you would choose to follow? A wealthy king/political leader or a teacher of great truths but poor? Can you explain why?
- (8.48) After Buddha's time with the holy people as an ascetic:
Buddha is at the point of death. Ask: Do you believe he has found enlightenment yet? Why? How would you 'enlighten' Buddha at this point in the story? What would your advice be?



Clear Vision is a Buddhist Educational charity creating resources for schools. They sell some posters of Buddha images.

Useful faqs -
<http://www.buddhanet.net/e-learning/qanda01.htm>

*Images here from Animated World Faiths - see **Resources** or find on-line.*

Enlightenment of the Buddha – a Reflective Story from Katie Gooch @ Sidegate Primary, Ipswich

	<p>3. (11:00) After the temptation of Mara: <i>Ask: What happens when you are tempted by things? Are temptations a sign of weakness or can anyone be tempted?</i></p> <p>What have you learnt about Buddha's struggle for enlightenment?</p> <p>Discuss what you have learnt from the video about how Buddha became enlightened. Look back at your gallery. Has it helped answer some of your questions? What other questions would you like to ask about the Buddha now? Record them to be answered as the unit progresses.</p> <p>Do you think it would help a Buddhist to know it was hard to find enlightenment? Do you know of any other religious stories of temptations or struggles?</p> <p>Plenary: Can you sit very very still and ... reflect on an image?</p> <div data-bbox="566 603 752 815" data-label="Image"> </div> <p>Look again at the images in your gallery. Millions of Buddhists sit and gaze at statues or pictures of Buddha, some tiny, some huge. I wonder what they think about while they look at Buddha....</p> <p>Close your eyes. Think of someone who has helped you find an answer to a problem or worry. Imagine their face and look at it carefully in your imagination for as long as the sound lasts. Raise your hand when you can no longer hear the sound – this will signify the end of the reflection. Strike a gong / singing bowl to start.</p>	<p>Possible links with Jesus being tempted in the desert or Sita being tempted in the Ramayana</p> <p>Singing bowls: http://www.soulnote.co.uk/products/newbowls.html#1</p> <p>You could use a cymbal or chime bar. If the length of 'ring' is insufficient, strike it once to begin and once to end the reflection.</p>
<p>EXPLORE (1) enlightenment in Buddhist texts / stories</p>	<p>Teacher's note: <i>Buddha achieved enlightenment sitting under a Bodhi tree and this became an early Buddhist symbol /object of reverence. Buddha reportedly said Buddhists should pay respect to a Bodhi tree when he was absent. Today Bodhi trees are found in temple gardens around the world as a reminder of Buddha's authority as an 'enlightened one'.</i></p> <p>What makes a Bodhi tree so important to Buddhists?</p> <p>Use a selection of images of Bodhi trees as part of a Buddhist shrine. Use card viewfinders to focus on parts of the image and identify:</p> <ul style="list-style-type: none"> • the part which shows the heart of the Buddha story • the part that is most interesting? happiest? most calm? <p>The Bodhi tree is an important Buddhist symbol. Buddha remained in deep meditation under the tree once enlightened and then stood up and gazed at it in gratitude for its shelter. From then on, it became the Bodhi, or tree of 'enlightenment'.</p> <div data-bbox="1485 1067 1809 1310" data-label="Image"> </div>	<p>Lots of ideas on the internet for making paper / craft trees in the classroom e.g. on a wall or door or 3-D!</p>

5c I can show how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment

5d I can suggest who I think would be important to ask about suffering in life and say why Buddhist groups would be inspired to ask what Buddha said

6f I can discuss some of the benefits and problems of holding strong values and commitments, including ideas related to Buddhist commitments

Give out large Bodhi leaf templates for children to cut out while you tell the next part of the story, one per child. Explain you are going to create a 'Bodhi' tree with leaves to show Buddha's teaching - an 'enlightenment' tree! See **EXPRESS**.



What did Buddha do when he attained enlightenment?

Soon after his Enlightenment, Buddha had a vision of the human race as a **bed of lotus flowers**. Some lotuses were trapped in the mud, others just emerging from it, and some on the point of blooming. He saw that all people had the ability to 'awaken' or be 'enlightened' but some needed help. Buddha decided to spend his life helping others grow towards Enlightenment.

Ask about the paper lotuses: Can we make them yet? Are we like the field of lotuses- some made, some yet to come? Who needs help? Who can offer help?



Buddha found the five companions who left him when he gave up asceticism. They were in the Deer Park near Benares. They tried to ignore him but a radiant light shone round Buddha and they came to greet him. He said he had attained enlightenment. The five sat and listened as Buddha preached his first sermon and later, convinced by Buddha's teaching, these five formed the first SANGHA or Buddhist community.

What was the Buddha's first teaching?

When we get sick we go to a doctor. A good doctor first finds out what is wrong with us, then what has caused it. The doctor then decides if there is a cure and finally prescribes a remedy.

Buddha, like a doctor, had worked out what was wrong with humans. He explained his ideas as **Four Noble Truths**. They were the first part of Buddha's sermon to his companions in the park.

Show children the words below. I wonder why they are called **Four NOBLE Truths**.


1. What is wrong with all of us	The truth is that all living things suffer. (dukkha)
2. What is the cause of our illness	The truth is that the cause of suffering is greed and selfishness.
3. That there is a cure	The truth is that there will be an end to suffering when selfish desires are removed.

Bodhi leaf template:
http://www.buddhanet.net/pdf_file/colouring_bodhi.pdf

You could produce a toy stethoscope to emphasise the doctor analogy.

The stories match like this:

Truth 1 - Kisagotami
Truth 2 – The Happy Monk
Truth 3 – The Monkey Trap
Truth 4 – The Raft

	<div> <div>4. What we have to do to get well</div> <div>The truth is that there is a pathway leading to the end of suffering.</div> </div> <p>What stories do Buddhists use to help explain the Noble Truths?</p> <p>Divide children into groups of 4. Each child needs to study one of the 4 short stories in APPENDIX 1 and draw a symbol or quick sketch of the story. They then use their art work to share the story with their group. Give them a set amount of time to do this.</p> <p>An alternative is to create quick playdough figures / scenery to retell the stories, maybe in pairs.</p> <p>When time is up, children share stories in their group and between them decide which story illustrates which Noble Truth. Each child then creates a leaf with their story picture (or photo) on one side and its matching Noble Truth on the other. Add to the classroom Bodhi Tree.</p> <p>Plenary: Can you sit very very still and ... look at a leaf?</p> <p>Bring in some real leaves. Ask children to sit really still and hold a leaf. Strike the gong and listen while you think.</p> <p>Imagine a tree with its branches above your head and the leaves rustling. The Buddha was grateful for his tree. Buddhists are grateful for Buddha. Look carefully at your leaf. What are you really grateful for? Who should you thank?</p>	<p><i>Could you sit under a tree for this plenary?</i></p>
<p>EXPLORE</p> <p>(2)</p> <p>the impact of Buddha's enlightenment on the Buddhist community</p>	<p>Teacher's note: <i>The Noble Eightfold Path outlines the way of life Buddhists should follow to enlightenment. Each step is represented on the 8-spoked Dharmachakra, a symbolic wheel much used in Buddhist iconography. In the deer park at Benares, Buddha 'turned the wheel' for the first time, setting it in motion to help others find enlightenment.</i></p> <p>Why did Buddha set the Dharma wheel in motion?</p> <p>Discuss a picture of Dharma wheel in the Deer Park at Benares. You could show the picture on the whiteboard first in short bursts and ask children to note 10 things.</p> <p>As it's a symbol, what does it stand for? What does a wheel do – move / steer? Why the deer? etc</p> <p>The symbol is a reminder of the Buddha's first sermon in a deer park. He turned the 'Dharma' wheel or started teaching</p> <div>  </div>	<p>http://buddhism.about.com/od/eightauspicioussymbols/a/The-Dharma-Wheel.htm</p> <p><i>Buddhism was passed down orally for hundreds of years. When the monks recited Buddha's teaching, the lists</i></p>



5b I can use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path

6d I can ask questions about why people belong to Buddhist communities and the challenges of being a Buddhist or belonging to a Buddhist community in Britain

(dharma) so Buddhists would know how to find enlightenment themselves. The 8-spoked wheel, or 'dharmachakra', symbolises Buddha's authority and compassion in helping others on the way.

What help does the Eightfold Path give Buddhists?

Each spoke represents one of the teachings known as the Eightfold Path. They are techniques for overcoming the suffering Buddha taught about in the Four Noble Truths.

You could use a large PE hoop / wheel divided into eight with named spokes to reveal the eight stages of the path and also to demonstrate that if these 8 'rights' are followed the Dharma wheel moves along the path. (This could be used as part of a display later.)

Note each part of the Eightfold Path is described in terms of what is right.

1. **Right view/understanding** – correct understanding of self and the world
2. **Right thought/intention** – if we think rightly we avoid trouble and do the right things
3. **Right speech** – use our words for good – don't lie, gossip, be harsh etc.
4. **Right action** – don't harm or destroy life, don't steal
5. **Right livelihood** – do not choose work that harms others (e.g. weapons, alcohol, drugs)
6. **Right effort** – do our best to become a better person, don't be lazy
7. **Right mindfulness** – be aware and attentive – know what we are saying, thinking, doing
8. **Right meditation /concentration** – keep a calm, steady mind, to see things as they really are

Discuss quickly what children think each 'right' means. Compare with good / poor school choices.

How might a Buddhist interpret the teachings of the Eightfold Path in action?

Children choose one spoke to research in detail, discussing their own ideas and trying to find out what it means to a Buddhist. They could write examples of what is right and what is wrong e.g. for number 3 – Right speech: encouraging, praise, good manners etc. Wrong speech: lies, taunts, name calling, insults etc.

Children report back on each spoke of the wheel. As a class consider whether the spokes link together at all and try to explain this. Listening to different groups could help them fill in ideas about what the eightfold path might mean in practice.

Finally, create paper cut-out of a dharmachakra and complete details of what each spoke says to stick in books / on a poster.

were useful for remembering e.g. if Buddha mentioned 4 things, and you only knew 3, you knew you had left one out!

A Buddhist visitor who could work with groups of children on this would be ideal.

The PDF books in Resources for KS2 will give a Buddhist source to explore, as will several other Buddhist web-sites.

Paper dharma-chakra:
<http://familydharma.pulelehua.design.com/wh eel2.htm>



	<p>Which step of the path looks most difficult to you?</p> <p>Reflect on the step they think would best help them along the path to their own goals in life. They should explain why they chose this, why it is challenging, how they might change, what effect it might have in their life and in the lives of others.</p> <p>Plenary: Can you sit very very still and ... imagine?</p> <p>Use a wheel or a picture of a wheel. Ask children to think but not answer out loud. Strike the gong and speak quietly: <i>Imagine the wheel rolling forward. What if one of the spokes breaks? What if half the spokes break? Can spokes be mended?</i></p>	
<p>EXPLORE (3) the search for enlightenment in Buddhist Living</p> <p><i>5a I can make links that show Buddhists want to find enlightenment in their own lives because of the example and teaching of Buddha</i></p> <p><i>5e I can ask questions about the meaning and purpose of life and suggest various ideas/ answers including my own and a Buddhist's</i></p> <p><i>6b I can describe, and compare, with examples</i></p>	<p>Teacher's note: <u>Right Mindfulness</u> and <u>Right Meditation</u> are two steps on Buddha's Eight-fold path. The first means to be always aware i.e. to be attentive to what they think and say and do and to concentrate before they can do anything well. The latter means to keep the mind steady and calm in order to see the true nature of things i.e. the Buddha's ideas about suffering etc. Meditation can help Buddhists become more understanding and feel happier.</p> <p>As part of this lesson, children could use 'glitter jars'; these are a bit like snow 'globes'. There are a lot of examples of how to make them on the internet. Why not have a go as part of the lesson or get children making simple ones at home?</p> <p>Example: http://hodgepodgecraft.com/diy-mini-glitter-calm-down-jar-tutorial/</p> <p>What do you think these children are doing?</p> <p>Display a picture from the Dharma school website of their pupils meditating e.g. http://www.dharmaschool.co.uk/mindfulness-in-education/</p> <p>Look closely and describe what the pupils are doing and how they might be feeling. Look at their hands. This is the special hand position of the Buddha when meditating. Think of all the times we have tried to sit very very still in these lessons.</p> <ul style="list-style-type: none"> • What does it feel like to sit really still? • What have you enjoyed about it? • What helps you to be still at other times? <p>Why do you think the Dharma School thinks stillness and meditation are important?</p> <p>These children are from the Buddhist School in Brighton; it is called the Dharma School.</p>	<p>Dharma Primary School is an independent Buddhist school for 3-11s. It was the first Buddhist school in the UK.</p> <p>http://www.dharmaschool.co.uk/</p>

from interviews, how belonging to Buddhist groups can involve different practices and experiences

6e I can ask questions about the meaning and purpose of life promoted in a Buddhist school and compare this with ideas promoted in my own school

I wonder how a Buddhist school is the same / different from ours, and what they do because they are Buddhists. Ask children's initial ideas before you enlighten them e.g. with a Newsround clip or basic information from the school's website, including some of the following, about how the Buddha's teaching has influenced the school, its teachers and children.

- **The head teacher** said: *Through our Buddhist based ethos and daily meditation and mindfulness practice, we encourage children to cultivate focus, self-reflection, wisdom and compassion. Buddhism is not taught as a 'faith', but as a set of principles and tools for living a productive and fulfilling life.*



- **The school logo** shows a Bodhi leaf, the word 'Dharma' and a commitment to 'thinking'

- **The bell in Ocean class – A child wrote:** *We have a bell that each child takes in turns to have on their table. They can ring the bell up to three times a day whenever they like. At the sound of the bell everyone stops what they are doing to perform a short breathing exercise. This brings us back to the moment and promotes a sense of calm and mindfulness.*



- **What a pupil said** about meditation: *"I like meditation because it makes me more peaceful and gives my head a rest from information"*
- **The snow globe meditation** – Written about some years ago on the Dharma website, this involved shaking a 'snow-globe' gently as children return from break, and enables them to settle before continuing with their work.

Why do Buddhists teach their children to meditate?

Is it because they want to copy Buddha who meditated and reached enlightenment? Is it because it is part of the eight-fold path? Is it because Buddha said everyone had to find their own way to enlightenment? Discuss ideas and consider ways of confirming your ideas e.g. Ask a believer... <http://pof.reonline.org.uk/> where there are already some answers to these questions!


Try:
<http://www.bbc.co.uk/newsround/18498782>

Teaching at the Dharma school:
<http://www.buddhistchannel.tv/index.php?id=3,11688,0,0,1,0#.WB4rQ00YTrc>

You can buy Buddha snow-globes on the internet.



If you have the Clear Vision Buddhism KS2 DVD, you could use prog. 4 (Meditation) as a major part of this lesson. See Resources.

	<p>This lesson would be a good one to invite a Buddhist visitor. Please make it clear to any visitor that you are not expecting to do Buddhist Meditation.</p> <p>Plenary: Can you sit very very still and focus on letting your mind settle?</p> <p><i>Teacher's note: Meditating is not just a Buddhist practice. Buddhists use it as a tool to help them understand the Buddha's teaching and work towards enlightenment themselves. Christians like to meditate on stories and words from the Bible, to help them draw closer to God; they might read some Bible words and then sit quietly and think about them.</i></p> <p>Strike a gong / singing bowl. Turn over a glitter jar. Watch as the glitter settles. Think about how you feel as you watch. Take turns to share your thoughts when the glitter has settled.</p>	<p><i>In EXPRESS you might try writing a class haiku to describe the experience.</i></p>
<p>EVALUATE pupils' learning about Enlightenment in Buddhism and the key question</p>	<p><i>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p.17. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Encourage discussion to construct an answer together. • Ask children to self-assess e.g. using traffic light colours, and explain their progress • Use the KS2 SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework in use in your school. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. <div data-bbox="577 1233 689 1361">  </div> <p>Using the symbols: Look at the 'lotus flower' picture on the front of the unit. Is this a good symbol for Buddhist beliefs about enlightenment? How could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Buddhist beliefs we have learnt?</p>	<p><i>See 'Assessing RE in your school' below to decide how /what to assess.</i></p> <p><i>NB Different schools, different requirements! Check with your RE Subject Leader.</i></p> <p><i>Solo Taxonomy hexagons can be printed from the Emmanuel Project Flash drive, with ideas for use.</i></p> <p><i>A4 symbols on flash drive. Children can use symbols from each unit to recall key beliefs in each religion.</i></p>

EXPRESS

your RE
learning so it
can be shared
with others

Teacher's note: You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

Here are some more ways you might share your learning with others:

- **Display a Tree of Enlightenment** - a paper craft tree with a Buddha figure at the base and leaves added by the class of their images exploring the Four Noble Truths. Offer a tour of your work to another class, the RE subject leader or a visiting governor. The display should 'enlighten' others by helping them understand some Buddhist teaching and the questions the Buddha tried to answer.
- **Make a display of paper lotuses** – describe the process and your feelings at different parts of the learning process. Make labels to explain what it is like to succeed at something challenging.
- **Write a class Haiku** – using a glitter jar, watch the glitter swirl around and settle. Try creating Haiku poetry to describe the experience of watching your mind 'settle'.
- **Create paper lotus flowers** which unfold in water. Write on the inside a key word or phrase to summarise your learning – your own enlightenment in this unit. Place flowers in a tray of water. Watch them unfold together as a final plenary for the unit.
- **Do some Patchwork thinking (a variation on SOLO taxonomy):**
Generate 16 key words / phrases about Buddhism / enlightenment as a class and write on 16 'patches'. In a patchwork, squares form a pattern with colours or shapes of squares linking or contrasting in some way. Arrange your 'patches' randomly as a 4 x 4 'thinking quilt'. Demonstrate to a visitor what you have learnt by showing them possible links.
- **Mudras:** Look at famous 'mudras' or hand positions on Buddhist statues e.g. turning the 'wheel'. Choose 4 to tell the story of Buddha. Practise in pairs and demonstrate to a teacher.
- **Buddha's Silent Sermon:** In Zen Buddhism, a story is told of Buddha sitting with his followers and plucking a lotus out of the water, roots and all. He held it up to his followers and said nothing while they looked and looked. If you had been in the crowd, what would you have thought he wanted you to know? See **RESOURCES** for video.



These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.

Patchwork Thinking:
<http://www.thinkingclassroom.co.uk/MembersResources/NewResourcesLibrary/ResourceDetail/tabid/312/ArticleId/156/Patchwork-Thinking.aspx>

Appendix 1: Four simple Buddhist stories to explain the Four Noble Truths

Kisagotami

Kisagotami was a young mother. Sadly her one year old son had suddenly fallen ill and died. Overcome with grief, she went from house to house to ask for medicine to bring her child back to life. No-one could help. Finally she went to the Buddha. He listened with compassion.

"Go," he said, "and get me five mustard seeds from any family in which there has never been a death."

Of course, every household Kisagotami visited had experienced the death of someone. Gradually she realised what Buddha wanted her to find out – death comes to everyone. She took the child's body away and later returned to be one of the Buddha's followers.



The Happy Monk

The monks' leader wore the broadest of smiles even though most of the monks looked very serious. One day the happy monk went to visit an older monk who lived in the palace gardens.

The happy monk greeted his friend with the simple words "What happiness!" and did not notice that the king had arrived at the same time. The king felt insulted until the older monk explained, "Once my happy friend was a king like you, but he gave up his wealth to become a monk. Sitting alone in the forest meditating, he had nothing to fear, he needed no guards, no palace, no money. He finally found true inner peace. He is so happy! And so grateful!"

Then the king understood, and honouring both monks, he returned the wiser to his palace.



The Monkey Trap

To catch a monkey, a trapper first takes a coconut and bores a hole big enough for a clenched fist. He places peanuts inside the coconut and leaves it near where monkeys feed, scattering extra peanuts nearby.

Sooner or later a curious monkey will find the coconut, and put its hand inside to get the peanuts. But the hole is not very large and, with a fistful of peanuts, the monkey is stuck. The trapper approaches and the monkey is scared but it also wants the peanuts. It refuses to let go of the food and the trapper catches the monkey easily.



The Raft

A man was running from bandits. A vast stretch of water blocked his way. He would be safe if he could reach the other side. There was no boat. There was no bridge.

Thinking fast, he gathered branches and built a raft. In the nick of time, he launched his raft and escaped. With the help of the raft, he crossed safely over to the other side, where he left the raft behind, needing it no longer. He was finally safe; he had escaped the bandits.



Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 What does 'enlightenment' mean? Give an everyday example.
Developing: Draws on the lesson material	Q2 How did the 'Buddha' get his title?
Expected: Applies concept / answers key question	Q3 How did Buddha teach his followers to find enlightenment?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Do you think Buddhists are right to value meditation and stillness as an aid to enlightenment?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Buddhist might learn from Buddha's visit outside the palace	3b I can describe how different Buddhists think meditating is an important practice	3c I can use the right words for symbols of Buddhist belief: lotus, Bodhi tree, wheel	3d I can recognise some of the difficulties which influence or affect me, my family and friends	3e I can ask good questions about life based on Buddha's story and communicate my ideas of answers	3f I can link why I think it is important to keep trying, with my own efforts to persevere at school / home
Y4	4a I can describe what a Buddhist might learn about life from stories that illustrate the Four Noble Truths	4b I can describe how learning the Eightfold Path is important for all Buddhists but may be interpreted differently	4c I can describe some ways different beliefs about Buddha are shown in Buddha rupas (statues) or pictures	4d I can compare what influences me with what influences others, and how the Eightfold Path influences a Buddhist	4e I can ask important questions about why there is suffering in life, comparing ideas with others, including Buddha	4f I can link my ideas about why people are greedy and selfish, with those of my friends and those of Buddhists
Y5	5a I can make links that show Buddhists want to find enlightenment in their own lives because of the example and teaching of Buddha	5b I can use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path	5c I can show how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment	5d I can suggest who I think would be important to ask about suffering in life and say why Buddhist groups would be inspired to ask what Buddha said	5e I can ask questions about the meaning and purpose of life and suggest various ideas/ answers including my own and a Buddhist's	5f I can ask about the decisions I, and others, make about whether to persevere at a hard task, referring to the story of Buddha
Y6	6a I can explain how religious stories of struggles / temptations told by Christians (or Hindus) and Buddhists might influence their teachings about life	6b I can describe, and compare, with examples from interviews, how belonging to Buddhist groups can involve different practices and experiences	6c I can create artwork, similar to a Buddhist piece, based on Buddha's enlightenment and explain the ideas I want to convey.	6d I can ask questions about why people belong to Buddhist communities and the challenges of being a Buddhist or belonging to a Buddhist community in Britain	6e I can ask questions about the meaning and purpose of life promoted in a Buddhist school and compare this with ideas promoted in my own school	6f I can discuss some of the benefits and problems of holding strong values and commitments, including ideas related to Buddhist commitments

Resources for this Enquiry:

Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them. A number of web-links are given throughout the text and, where links have possibly broken, it is hoped that sufficient information is given to enable you to find the relevant material.

Teacher Background

- <https://clearvision.education/> - great resources, ask a Buddhist, quizzes, images, stories
- <https://clearvision.education/students/> The Buddha in 60 seconds - (in the section for 15-16 yr olds)
- www.buddhanet.net - see schools' section for lessons, stories, songs etc
- <http://www.reonline.org.uk> - gateway to many sites with topic search / Ask a Believer
- <https://bhikkhucintita.files.wordpress.com/2016/08/keystagetwo.pdf> - On-line version of simple informative Buddhism Key Stage 2 book (from former Buddhist Education Foundation)

Pack: Buddhism for Key Stage 2 (Clear Vison) <https://clearvision.education/teachers/> - DVD pack ideal for KS2. 4 x 20-min programmes about main Buddhist beliefs - stimulating, fun and relevant. 62-page teacher's handbook (free pdf on disc or hardcopy sold separately) with background & activities

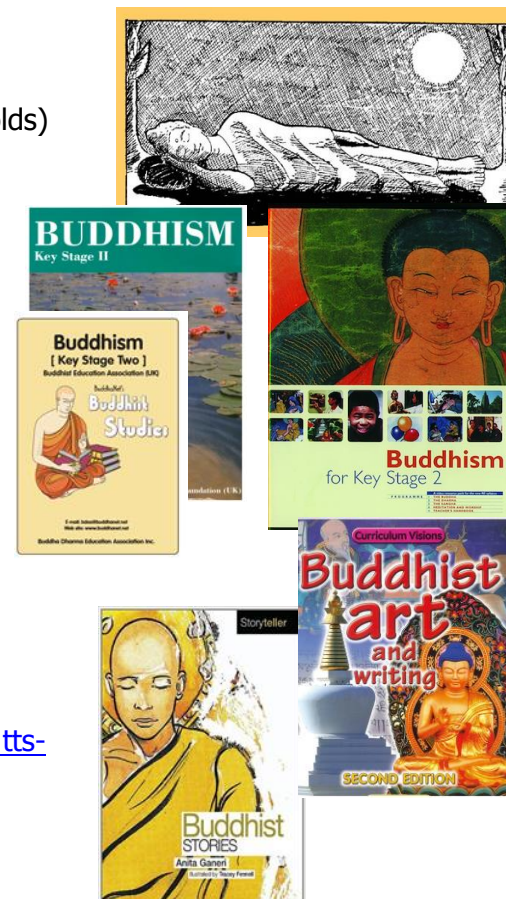
Programme 4. Meditation & Worship - Introduction to meditation / Five Hindrances / Symbolism of the shrine / Worship / Wesak / A story from the life of Buddha: Ajatasattu

Library Books – may give additional ideas

- **Buddhist Stories** – Anita Ganeri – with simple well-told Buddhist stories (Evans)
- **Buddhist Faith Pack** – Art and Writing / Faith and Practices / Holy Days / Temples <http://www.tts-group.co.uk/buddhist-faith-pack/1008551.html>

Visits / Speakers

- Cambridge Buddhist Centre: <http://www.cambridgebuddhistcentre.com/cbc/facilities.php>
- Ipswich Buddhist Centre: <http://www.ipswichbuddhistcentre.org.uk/>
- Norwich Buddhist Centre: <http://www.norwichbuddhistcentre.com/>



- Vajrasana, Walsham-le Willows: <https://www.lbc.org.uk/information/vajrasana-retreat-centre.html> (London Buddhist Centre Retreat Centre)
- Local inter-faith groups will often help you organise a visitor. They have set fees. To get the best from a visitor, please be very specific about what you want i.e. not a general talk on Buddhism. In East Anglia, try EEFA - <http://www.eefa.net/>

Other resources:

Buddhist artefacts: <http://www.tts-group.co.uk/buddhist-childs-artefact-bag/1003580.html>

Buddha images /statues are available at garden centres and other outlets.

Soft toy Buddhas and novelty items like 'nesting Russian doll' Buddhas and patterns for knitted or crocheted Buddhas are shown on the internet e.g.

- <https://www.thesprucecrafts.com/cute-crochet-buddha-patterns-4074197>
- <https://www.sendacuddly.co.uk/shop/soft-toy-gift-ideas/soft-toy-gifts-for-him/buddha-doll-gift/>
- My First Buddha plush doll – from Buddha Groove or from Amazon

A Buddha storytelling doll – This may not be available any longer. It flips over from a young Buddha with the four sights around his feet, to become the meditating Buddha and on the other side the three jewels symbol in a lotus leaf. If you do not have it already, maybe the class could make one.

Life of Buddha / Way of Buddha – 2 x 15 min videos (Animated World Faiths: Quest) You may have on DVD or find on internet.



The initial ideas for this unit were worked on by Ellie Flack (Beck Row CP School) and Kathy Lambert (Thurston CE Primary Academy) at the Emmanuel Project days at Belsey Bridge Conference Centre and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you for your hard work!