

## Year 3 The Way of The Buddha:

Week:	Lesson Object:	Lesson Content:	Assessment:
Week 1 <b>Q1 Why are these words special?</b>	<b>LO: I can suggest how we care for special books and describe how they are treated.</b>	Look at some pictures of how Bhikkhus (monks) use and revere the writings of The Buddha, and talk about caring for the books we love. Class collects ideas of how we show respect, including showing respect for a sacred book: <b>How are writings of The Buddha respected?</b>	Children can suggest a way to show respect to the followers of The Buddha.
Week 2 <b>Q2 Why are some places special?</b>	<b>LO: I am aware that the Vihara ( Buddhist Temple) is a place where followers of the Buddha gather to worship.</b>	Show children a virtual video and pictures of a Vihara. Talk about the Vihara as a special place for followers of the Buddha. Discuss the peace and calm coming together at a Vihara and recognise that meditation practice is a special part of life for followers of the Buddha. Introduce the singing bowl and let the children take part in a meditation session. Think about times in the day when you have opportunities to be still and quiet. How do you feel? Talk about signs of respecting a Vihara eg shoes off. Look at some features of a Vihara eg images of Buddha, flowers and incense sticks. Compare to Hindu worship and make links that people pray using the senses.	Children understand that the Vihara is a special place where Buddhists meditate. Children can label some features of a Vihara.
Week 3 <b>Q3 How can faith contribute to community cohesion?</b>	<b>LO:I understand the idea of giving part or all of a life to be part of a religious order.</b>	Find out about followers of the Buddha who live as Bhikkhus (monks) or Bhikkunis (nuns): how they dress, what they eat, how they show they are not proud, and why they might choose this way of life - Find out about the many followers of the Buddha who live 'ordinary' lives, without becoming Bhikkhus (monks) or Bhikkunis (nuns): - How do they show their religion in action?	Children can describe a Bhikkhus monk and how they show their religion.

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		Talk about the followers of the Buddha who choose to be Bhikkhus (monks) or Bhikkunis (nuns), and those who choose an 'ordinary' life.	
Week 4 <b>Q4 Why are sometimes special?</b>	<b>LO: That Wesak is a special time for many followers of the Buddha.</b>	Show videos, posters, and photography of what happens at this festival and explain why it is important - Talk about what is remembered, what is celebrated, and what is learned at a celebration by followers of the Buddha.	Children notice and talk about a list of some similarities between different celebrations (eg birthday, Wesak, New Year)
Week 5 <b>Q5 What can be learned from the lives of faith leaders?</b>	<b>LO: Understand that good qualities attract other people.</b>	The qualities of the Buddha included calmness, freedom from fear and compassion for all living things. Discuss, Why are these qualities so special? Children can reflect about how these qualities are helpful, or not, appreciated, or not in the western world.	Children can reflect about how these qualities are helpful, or not, appreciated, or not in the western world.
Week 6 <b>Q6 How do I and others feel about the universe around us?</b>	LO: I can identify actions that can be harmful.	Discuss what would a follower of the Buddha avoid, if they wanted to live harmlessly (some sports, some food, some jobs)? - The strength of 'Nalagiri the elephant' Refer to the story of Siddhartha and the Swan. Talk about how Buddhists look after their community and the planet.	Children can talk about how we can care for, or harm the natural world – pupils can make lists of actions that will lead to care or harm, and talk about which ones they do, and could do.