

Medium Term Plan: Is it possible for everyone to be happy?

SACRE Objectives		New vocabulary
A1 – Understand what makes different people happy and unhappy. B1 – Recall the Buddha’s life story and what he did to try to be happy. C1 - Understand what being happy means to Buddhists.		Bodhi - Tree under which Buddha reached enlightenment: known as the tree of wisdom. Prince Siddhartha - Prince who became Buddha. Gautama Yasodhara - Siddhartha’s wife.
Social, Moral & cultural opportunities	Religion	
Spiritual Social	Buddhism	
British Values		End Point Assessment Statements:
Individual Liberty Tolerance Mutual Respect		<ul style="list-style-type: none"> I understand why people think it is difficult to be happy all the time I understand what being happy means to Buddhists I can make a link between trying to love a good life by following the 8 fold path and the suffering that Siddhartha saw

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question	What makes us happy?	Would being rich make you happy?	What did Buddha realise under the Bodhi tree?	Is it possible for everyone to be happy?	How can we help people to be happy?
Concept	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can talk about what makes me happy and think about why some people may not be happy	I understand why people think it is difficult to be happy all the time	I can tell you some of the things Siddhartha did to try to be happy and explain why I think they didn’t work for him	I can make a link between trying to love a good life by following the 8 fold path and the suffering that Siddhartha saw	I understand what being happy means to Buddhists
Lesson Type	Engagement	Investigation	Investigation	Evaluation	Expression
Review/ Revisit		Share some of the lyrics the children wrote in the last lesson. Do they make us feel happy?	Flashback to Y1/2 What are Rosh Kippur and Rosh hashannah? (Judaism) What is happiness?	What did the Buddha realise 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 be happy.	The Story of Buddha and the Eight Fold Path
Read	Read the lyrics to Happy by Pharell Williams	The lyrics to ‘ If I were a rich man’ https://www.stlyrics.com/lyrics/fiddlerontheroof/ifiwearichman.htm	The Story of Buddha	The Story of Buddha	Writing from the last lesson.
Teach	Play Happy by Pharell Williams https://www.youtube.com/watch?v=ZbZSe6N_BXs - how do you feel. What does this song remind you of?	Play song: ‘If I were a rich man’ from Fiddler on the roof. https://www.youtube.com/watch?v=RBHZFYpQ6nc ‘If someone gave you a million pounds what would you do?’ Talk with learning partner. Share a few ideas.	Watch https://www.youtube.com/watch?v=4Tu2RU3WM1s Stop at appropriate points and ensure understanding. Introduce Buddhism. https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv Give some background information e.g. it started in (what was) India (but is now Nepal) 2,500 years ago. It is the story of a prince. (‘What is a Prince?’ - a man who would be king). People who follow this religion are called Buddhists	Explain the 8-fold path to children... but focus on just one or two of the steps and explore why trying to live according to Right... and Right... could help someone be happy. Who else might be happy as a result of you doing this?	Discuss how trying to help people be happy rather than causing hurt, could help people be happy, and how this might help you be happy.
Practice	‘What makes you happy?’ Recall a time when you were really happy, how did that feel? Discuss with a learning partner. Share and feedback ideas.	Children to discuss this 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 the ideas? Can you categorise them into groups? e.g. those ideas that would help others, those that are about buying things or doing things for yourself.	In groups sequence the order of the story using the cards provided. Activity Sheet Decide which is the most important part of the story and decide on reasons for this.	Retell the story of Buddha to a learning partner. Name something in Siddhartha’s life that made him unhappy and explain why it made him feel unhappy. How did he try to make himself feel happy? Did it work?	Create a happiness giftbox for someone in the class using the eight fold path (make sure everyone has a giftbox) Eg Right speech - I will use kind words when I talk to you which means I won’t use unkind names Right understanding – I will think about how you are feeling and if I can see you are upset I will ask if you want a hug

Apply	Write their own 'Happy' song lyrics in pairs	Is one set of ideas better than another? Children Diamond 9 rank their post-its showing the most important way to use the money down to the least important.	What does it tell us about how easy/difficult it might be to be happy and stay happy? Do you try to stay happy? Is this possible all of the time? Why did the Buddha sit under the Bodhi tree? Did he work out how to be happy and stay happy even when life is difficult? Discuss the questions with a learning partner and then write answers to each.	Work through the Eight Fold Path and explain how they can make people happy. Use this writing frame Right...means trying to... Buddhists think this could make them happy because...	Share the giftbox with the person it was created for. Children may share with the class too.
Reflect	Revisit what makes people happy and ask the question: Is it possible for everyone to be happy? Start initial discussions in groups or talking partners.	'Would being rich always make you happy?' - Children offer answers to the teacher. Look at both sides. Why/why not?	As a class identify some of the most important messages of the story e.g. that there are a lot of things in life that hurt people or cause them not to be happy, like illness etc. and having lots of money and riches may not make someone happy	So, if everybody lived by the 8-fold path would it make people happy all of the time? Is this possible?	How will we ensure we will remember our gift?

Medium Term Plan: What is the most significant part of the nativity story for Christians today?

SACRE Objectives		Previous Vocabulary	New vocabulary
A2 – Design a symbol to show the significance of Christmas to me. B2 – Understand what Christmas symbols teach Christians about Jesus. C2 – Ask questions about what Christmas means to Christians and compare this to my own beliefs.		<ul style="list-style-type: none"> Mary - The Mother of Jesus, also referred to as Mother of God Joseph - Mary's husband, Jesus' earthly father. Frankincense - An aromatic resin used in incense and perfumes. Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation, waiting for Jesus' birth. 	Christingle - Means 'Christ Light' and is used to celebrate Jesus Christ as the "Light of the World".
Social, Moral & cultural opportunities	Religion		
Spiritual Cultural	Christianity		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect	<ul style="list-style-type: none"> I can retell the Christmas story, remembering what gifts were given to Jesus I can talk about a gift that is special to me I can think of a gift Christians might choose for Jesus and start to explain why He is special to them I can recognise that Jesus must be special to Christians to be welcomed in this way 		<ul style="list-style-type: none"> I can describe things a Christian might learn from a Christmas symbol I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me I can reflect on what Christmas means to Christians and compare this with what it means to me

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question		What is a symbol?	What are the symbols in the Nativity story?	What is a Christingle?	What is the most significant part of the Nativity story for Christians today?	What does Christmas mean to me?
Concept		Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge		I know what a symbol is	I can explain what some of the symbols in the Christmas story mean to Christians	I can describe one things a Christian might learn from a Christmas symbol	I can reflect on what Christmas means to Christians and compare this with what it means to me	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me
Lesson Type		Engagement	Investigation	Investigation	Evaluation	Expression
Review/ Revisit	Round Robin – retell the Nativity story	Flashback to Y1/2 The story of Exodus from Egypt and why it important to Jewish people.	Share some of the children symbols from yesterday. Ask the other to guess which room they represent	The symbols from the Nativity story from yesterday	Christingle Cake clip https://www.bbc.co.uk/programmes/p06t9qp7	Put the Christmas decorations made yesterday onto a Christmas tree and discuss the symbols included
Read		The Nativity Story	The Nativity Story	The Nativity Story	Read the Christingle diagram from the previous lesson	Read the Christingle diagram from the previous lesson
Teach		Show children a symbol they know eg M for McDonalds explain that symbols mean something that stands for something else, Explain that some symbols are universal and others are cultural so may not be recognised worldwide. Ensure that children understand that a symbol is a picture that stands for something else.	Show the children a range of Christmas symbols, both religious and commercial. Sort them into symbols that signify the Christian meaning of Christmas, and those that are commercial. Return to the Christmas story and discuss how there are important symbols during the story which signify an important event. Read the story and as a class note down the symbols as they appear: Star, angels, wise men, shepherds, gifts, frankincense, myrrh, gold, stable, Jesus.	Watch https://www.bbc.co.uk/programmes/p04jykwx Show the children a Christingle and discuss the meaning of it for Christians as 'Christ's Light' and as a symbol of Christian faith. Explain that lots of churches hold Christingle services around this time of year. Show the children the different parts, each one being there to remind us of something/symbols. The orange represents the world, the candle is to remind us of Jesus as Christians believe Jesus is the light of the world. The red ribbon goes all around the 'world' and reminds Christians that Jesus died because it symbolises His blood. The four cocktail sticks have two meanings; the four seasons or the four corners of the world and the sweets or dried fruit symbolise God's gifts to the world including kindness and love.	Remind the children of all of the symbols in the Christmas story and the symbols of the Christingle.	Watch https://www.bbc.co.uk/programmes/p02mwyn6 Discuss how Christmas can be celebrated differently and families may have their own traditions.

Practice		<p>Show other symbols and children to guess/recall what they stand for, e.g. road signs, male/female toilet sign, Coca Cola, Apple (brand), religious signs such as the aum (Hindu), the cross, Advent wreath, noting them down on whiteboards.</p>	<p>As a class discuss: what symbols are there and what meaning do they have? What do they stand for? Angel: symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God. The Incarnation of God. Star: guided the wise men just as Jesus is the light that guides people to God. The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift from God to everyone. The gifts from the wise men: gold is a precious metal symbolising how precious Jesus is and represents his Kingship. Frankincense is used in perfume and incense and represents Jesus' priestly role. Myrrh is also used in perfumes and incense and in Jesus' day was an embalming ointment which symbolises his death. The manger and stable were humble beginnings for a 'King'. The stable continues to represent humble beginnings as there was no room for Jesus which runs parallel to people not finding room in their lives for God. Jesus as God's son symbolises God's gift to the world in order to save and help the world (incarnation)</p>	<p>Make a Christingle.</p>	<p>With learning partners discuss: What is the most significant part of the Nativity story for you? What was the symbol for this part of the story? Feedback as a class.</p>	<p>With learning partners discuss what Christmas means to them and their family.</p>
Apply		<p>Ask children to design a symbol for some rooms at school eg Dining Room, Gym, Art studio.</p>	<p>Children to draw the symbols and write their meaning in their books</p>	<p>Draw a picture of the Christingle and label it to explain the symbols.</p>	<p>Children design and make a Christmas tree decoration which symbolises what Christmas means to Christians.</p>	<p>Children design their own Christingle (through drawing and labelling) thinking about what Christmas means to them Make sure the children have written what each part symbolises as well as what they have used.</p>
Reflect		<p>Mix, pair, share: Why do we need symbols?</p>	<p>Relay Robin: Name the different symbols and what they mean</p>	<p>Relay Robin: Name the different symbols and what they mean</p>	<p>Children share their Christmas decoration with their learning partner</p>	<p>Children share their personal Christingles with their learning partners</p>

Medium Term Plan: Can the Buddha's teachings make the world a better place?

SACRE Objectives		Previous Vocabulary	New vocabulary
A3 - Suggest reasons for problems in the world and offersolutions. B3 – Recall one of the Buddha’s stories and its teachings. C3 – Explain how Buddhists could learn from the Buddha’s stories and help make the world a better place.		Prince Siddhartha - Prince who became Buddha. Gautama Yasodhara - Siddhartha’s wife.	Buddha - Awakened or enlightened one. Bodhi - Tree under which Buddha reached enlightenment: known as the tree of wisdom. 8-fold path - The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.
Social, Moral & cultural opportunities		Religion	
Spiritual Moral		Buddhism	
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Individual Liberty Tolerance Mutual Respect	<ul style="list-style-type: none"> I understand why people think it is difficult to be happy all the time I can identify parts of the 8 fold path that might be hard for Buddhists to stick to I understand what being happy means to Buddhists 		<ul style="list-style-type: none"> I can recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it. I can make a link between trying to love a good life by following the 8 fold path and the suffering that Siddhartha saw I can suggest why there may be problems in the world and how people could help solve them

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question		Is the world wonderful?	Does everything change?	What causes suffering?	What do the stories of Buddha teach?	Can the Buddha’s teachings help us to make the world a better place?
Concept		Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge		I can talk about some situations which are wonderful or problematic.	I can recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it	I can make a link between trying to love a good life by following the 8 fold path and the suffering that Siddhartha saw	I can recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it.	I can suggest why there may be problems in the world and how people could help solve them
Lesson Type		Engagement	Investigation	Investigation	Evaluation	Expression
Review/ Revisit	Recap on the Life of the Buddha from the earlier unit, focus on the part leading up to and after his enlightenment.	Flashback to Y1/2 Retell the Easter story. Give following vocab to quickly discuss definition of: The Last Supper, Palm Sunday, Crucifixion. Quiz https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv	The story of the Enlightenment of Siddhartha https://www.youtube.com/watch?v=nVKK-WVW2uw	The story of Kisa and the Mustard Seed https://www.youtube.com/watch?v=aj7kNfzXvJE	The story of Buddha and the Angry Elephant https://www.youtube.com/watch?v=cb-YJbzO_k	The 8 fold path https://www.youtube.com/watch?v=Urh4XryRNDI
Read	What did he learn while he was meditating under the Bodhi tree?	Read the lyrics to What A Wonderful World	The story of Kisa and the Mustard Seed https://thebuddhistcentre.com/stories/schools/students/ages-5-7/	The story of Buddha and the Angry Elephant https://thebuddhistcentre.com/stories/schools/students/ages-5-7/	The story of Kisa and the Mustard Seed The story of Buddha and the Angry Elephant	Read the lyrics to Earth Song by Michael Jackson http://www.songlyrics.com/michael-jackson/earth-song-lyrics/
Teach		Watch a video of Louis Armstrong singing What does Louis Armstrong say is wonderful about his/our world? Do human beings have the capacity to see and experience wonderful aspects of the world? Draw out what makes these occasions/aspects wonderful... beauty/love/relationship etc. Does everyone experience the world/life as wonderful? Can children think of any people who may not be in this situation right now?	Buddhists believe that Siddhartha taught many truths. We will focus on just two of them: The first one is the belief that everything changes and people don’t want it to Make a list of 3 things that never change. Discuss and analyse to see if this is true as Buddhists believe that everything changes all the time, even a chair is changing as it has a person sitting on it one minute and not the next, dust on it one minute and not the next if you polish it. Do animals change? Life-cycles to illustrate. Do human beings change? Has anything about you stayed the same as you have grown from baby to now?	Buddhists believe that Siddhartha taught many truths. We have looked at the first one - the belief that everything changes and people don’t want it to and today we look at the belief that suffering is caused by greed and selfishness. What is greed? What is selfishness? Discuss in talk partners. Class feedback - How might somebody be greedy? How might somebody be selfish? In groups think about ways that being greedy or selfish might cause themselves or somebody else to suffer. Return to the story read at the beginning. What did the Buddha teach about not being greedy or selfish? Introduce the 8 Fold Path	Revisit the two stories and discuss how they link to the Two Truths and the Eight Fold Paths.	In learning partners reflect on the lyrics, and discuss why the earth may be ‘crying’. Feedback and discuss as a class. Can we use the teachings of the 8 Fold Path to find ways of topping the Earth from crying?

Practice		As a groups sort pictures to illustrate their ideas as to how/when the world is a wonderful place and when it is not.	Create a road map to think through what has changed in your life/how you may have changed because of these experiences e.g. new brothers/sisters, moving house, changing schools - talk this through with a learning partner.	Choose one of the steps - right speech. Children make speech bubbles showing right (positive) speech to use with each other i.e. kind and complimentary words and phrases. What difference would using these positive words make to you/ to others? Would the Buddha's teaching about right speech make the world a better place if most /all people tried their best to do this?	Choose 1 story and retell it to a learning partner. Then write a synopsis. Explain to a partner what the story teaches people. Write an explanation of what the story teaches.	Children take one of these reasons and offer ways we could help the earth stop crying...
Apply		Make a collage of ways that the world is wonderful and ways that it is not wonderful	Did any of these changes cause suffering at the time? How? Why? Open up the idea that some of these changes may have caused you to feel unhappy at the time because you wanted things to stay the same, but because they changed it made you unhappy/ uncomfortable. Can children give examples of this and relate to it? When would you have been happier if things had stayed the same? Did the changes turn out OK?	Repeat the process with other steps from the 8-fold path. Make a paper chain of Right Understanding, Right Thought, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness and Right Concentration using multicoloured paper.	Could the teaching in this story make the world a better place? Discuss with a learning partner. Write an answer to the question.	Children write pledges to the earth saying what you will try to do to help the Earth to stop crying.
Reflect		Look at their collages. Have the people effected by the not wonderful side ever seen the wonderful side of the world/ of life? What may have made this change? How can we explain this? How could compassion help?	The Buddha said people need to accept that everything changes - it is a natural part of life and should be embraced rather than feared - what do we think about this? Watch Kisa and the mustard seed story https://www.youtube.com/watch?v=aJ7kNfzXvJE	Choose one that you will try to stick to. How will you achieve this?	Mix, pair share. Could the Buddha's teaching in this story make the world a better place? Class discussion: has anyone changed their opinion. Would anyone like to add ideas to their answer?	Share pledge with a learning partner. Which steps from the 8 fold path have you used?

Medium Term Plan: Is forgiveness always possible for Christians?						
SACRE Objectives		Previous Vocabulary			New vocabulary	
A4 – Discuss what help is needed in order to show forgiveness. B4 – Describe what a Christian might learn about forgiveness from a Biblical text. C4 – Understand how Christians believe God can help show forgiveness.		<ul style="list-style-type: none"> Mary - The Mother of Jesus, also referred to as Mother of God Joseph - Mary's husband, Jesus' earthly father. Frankincense - An aromatic resin used in incense and perfumes. Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation, waiting for Jesus' birth. Christingle - Means 'Christ Light' and is used to celebrate Jesus Christ as the "Light of the World". 			<ul style="list-style-type: none"> The Lord's Prayer - Also known as "The Our Father": prayer Jesus taught the disciples. The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist. Peter - Disciple who denied knowing Jesus 3 times. 	
Social, Moral & cultural opportunities		Religion				
Spiritual Cultural Moral		Christianity				
British Values		Previous Learning End Point Assessment statements:			End Point Assessment Statements:	
Tolerance Mutual Respect Rule of Law Individual Liberty		<ul style="list-style-type: none"> I can explain how it feels to say sorry and what I have said sorry for I can explain how Christians show friendship and how God helps them do this. I can retell a story about Jesus showing friendship 			<ul style="list-style-type: none"> I can describe what a Christian might learn about forgiveness from a Biblical text I understand that Christians believe God can help them to show forgiveness I can give my opinion as to why showing forgiveness is important 	

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question		What is forgiveness?	What did Jesus teach about forgiveness?	Did Jesus always forgive?	What do Christians believe about forgiveness?	Why is showing forgiveness important?
Concept		Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge		I can explain what forgiveness is	I can describe what a Christian might learn about forgiveness from a Biblical text	I can describe what a Christian might learn about forgiveness from a Biblical text	I understand that Christians believe God can help them to show forgiveness	I can give my opinion as to why showing forgiveness is important
Lesson Type		Engagement	Investigation	Investigation	Evaluation	Expression
Review/ Revisit	In groups recall stories when Jesus showed friendship.	Who was Jesus? What do we know about him?	Who was Jesus? What do we know about him?	Flashback to Y1/2 what did Jesus teach about kindness? The story of The lost Samaritan. What is a parable?	In groups retell the Easter story using a Round Robin	What do Christians believe about forgiveness?
Read	In pairs discuss how it feels to say sorry and recall a time when they have said sorry	The Selfish Crocodile by Faustin Charles	In pairs, read the Parable of the Unforgiving Servant	Parable of the Lost Son https://request.org.uk/wp-content/uploads/sites/3/2015/07/RE-start-text-frame-lost-son.pdf	Lord's Prayer.	Forgive 70x7 Matthew 18:21-22
Teach		Establish the meaning of the word "forgiveness". Give the children two scenarios in which somebody does something wrong/hurtful to someone else. In pairs decide if the person should be forgiven and if so how hard would it be to forgive them?	Reread the Parable of the Unforgiving Servant. Class discussion: What message is this parable teaching us? 1. God's forgiving nature - God is like the king who offers forgiveness to all. 2. we must be like God and forgive those who are unkind to us. Watch The Parable of the Lost Son https://request.org.uk/resource/restart/2015/07/15/story-time-the-waiting-father/	Do they think Jesus had enemies? Watch The Easter Story animation https://www.youtube.com/watch?v=J_E-3BqgeiU What was Jesus' response to the people who let him down? Did he forgive them? Explain that Christians believe that Jesus' death offered them forgiveness for their 'sins'.	Watch https://request.org.uk/resource/817aebd28f250f3e67af9b8985cdd7/	Revisit learning on forgiveness What do Christians believe?
Practice		In small groups, children make up 2 scenarios in which somebody does something wrong/hurtful to someone else. Then they discuss each scenario and decide whether the person should be forgiven for what they did, and if so, how hard would it be to forgive them? Group 1 then then tell group 2 their scenarios. Group 2 then repeat the decision-making re forgiveness and then the groups compare their decisions and reasons for these.	Explain that the children are going to work out the meaning In pairs discuss what they think it is teaching.	Discuss situations when it might be difficult to forgive and ask: Is it always possible to forgive? Give children copies of Bible stories: Love for enemies, Luke 6:27-36 Teaching about anger, Matthew 5:21-26 Forgive 70x7 Matthew 18:21-22 Teaching about revenge Matthew 5:38-42 Jesus overturns the traders' tables in the Temple Mark 11:15-17 Look for evidence of forgiveness.	Reread the Lord's Prayer together. Refer back to the Bible stories read. Can they find links between them and the Lord's Prayer?	In pairs discuss their own views: Is it easy to forgive? Should we always forgive? Why?

Apply		Would they be able to forgive someone if they did the same thing again...and again... How many times before they would stop forgiving? Can they think of any occasions/situations when a person would not deserve forgiveness or when it would be too hard/impossible to forgive someone?	Write an explanation of what the parable is teaching.	Did Jesus always forgive? Use the evidence from the Bible stories to answer the question.	Write answers to the following questions What did Jesus teach about forgiveness? Is forgiveness always possible for Christians? What do you think Jesus would say to a Christian who was finding it hard to forgive?	Children express their understanding of forgiveness by writing a poem (possibly a Haiku) or through drawing /painting a picture.
Reflect		When have they forgiven someone and when have they been forgiven? How does it feel?	Inside outside circle. Share explanations. Are they similar?	Inside outside circle. Share answers. Are they similar?	Inside outside circle. Share answers. Are they similar?	Share with their learning partner.

Medium Term Plan: What is the best way for a Buddhist to lead a good life?

SACRE Objectives		Previous Vocabulary	New vocabulary
A5 – Understand the consequences of good and bad choices. B5 – Describe how aspects of the 8-fold path help Buddhists know how to live good lives. C5 – Consider aspects of the 8-fold path that some Buddhists might find difficult to stick to.		Prince Siddhartha - Prince who became Buddha. Gautama Yasodhara - Siddhartha’s wife. Buddha - Awakened or enlightened one. Bodhi - Tree under which Buddha reached enlightenment: known as the tree of wisdom.	8-fold path - The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.
Social, Moral & cultural opportunities	Religion		
Spiritual Moral	Buddhism		
British Values	Previous Learning End Point Assessment statements:	End Point Assessment Statements:	
Individual Liberty Tolerance Mutual Respect	<ul style="list-style-type: none"> I understand why people think it is difficult to be happy all the time I can identify parts of the 8 fold path that might be hard for Buddhists to stick to I understand what being happy means to Buddhists 	<ul style="list-style-type: none"> I can describe one of my ‘good’ choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can identify parts of the 8 fold path that might be hard for Buddhists to stick to 	

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question		What is a good choice?	What is the Eight Fold Path?	How difficult is it each day to make sure you never harm anyone or anything?	How does the Eightfold path help Buddhists to live a good life?	What path would I follow?
Concept		Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge		I can describe one of my ‘good’ choices and the consequence of it. I can also explain the consequences of making a different choice.	I can describe how the Eight fold path can help Buddhists to make good choices	I can identify parts of the 8 fold path that might be hard for Buddhists to stick to	I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.	I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.
Lesson Type		Engagement	Investigation	Investigation	Evaluation	Expression
Review/ Revisit	The story of the Enlightenment of Siddhartha https://www.youtube.com/watch?v=nVKK-WVW2uw	Recap the story of Enlightenment.	The 8 fold path https://www.youtube.com/watch?v=Urh4XryRNDI	Revisit the pictures from the last lesson and how they related to the 8 fold path	Flashback to Y1/2 What is Shabbat and why is it important to Jewish children?	Quiz https://thebuddhistcentre.com/stories/schools/students/ages-8-11/
Read		https://buddhismforkids.net/buddhism.html#header11-3j	https://buddhismforkids.net/teachings.html#header11-7n	https://buddhismforkids.net/holidays.html	https://buddhismforkids.net/symbols.html	https://buddhismforkids.net/facts.html
Teach	The 8 fold path https://www.youtube.com/watch?v=Urh4XryRNDI	This lesson explores what influences us to make choices and why we believe some choices are good and some are not so good. What do we mean by ‘good’?	Teach children about the Noble Eightfold Path.(Right Viewpoint, Right Awareness, Right Speech, Right Concentration, Right Action, Right Thought, Right Effort and Right Living). The Buddha said there are 8 things people can choose to do to help them lead good lives which would make the world better for everybody and everything. The 8-fold path helps people know which decisions/choices are good i.e. decisions that will be thoughtful and bring no harm to any living thing. Compare to the class list of 8 things from last lesson and the reasons given	https://www.youtube.com/watch?v=5AuM7DSrPig Discuss the clip and the activity from the previous day. When might it be hard to stick to the Eight fold paths?	https://www.youtube.com/watch?v=01tDueapIkE https://www.youtube.com/watch?v=hoNORitj_8g https://www.youtube.com/watch?v=eytfr21V5Ok Discuss how Buddhists lead their lives on a day to day basis to follow the Eightfold path.	Play the song: Follow the yellow brick road from ‘The Wizard of Oz’ Imagine the yellow brick road is your version of the Buddha’s 8-fold path..the guidelines to live by to make the world a better place where no living thing is harmed...
Practice		Share pictures of food and ask them to make the healthy choices... why might it be a good thing to make healthy food choices? Why would this be good for you and for other people? Stay healthy, more energy, play and learn more, enjoy life more...not poorly so much so don’t need doctors’ time etc. What does making a ‘good choice’ mean in this situation? How do we know what ‘good’ means? Have we been ‘taught’ this?	Activity Sheet 1 Match the definition and ‘right...’ with the . Explain that this is the main aim underneath the Buddha’s teaching of the 8-fold path.	In pairs think about times when it could be hard to make the right decisions and stick to the Eightfold path.	If you could speak with a Buddhist what questions would you ask? Each pair write a question. Investigate the prerecorded answers on https://thebuddhistcentre.com/stories/schools/ask-a-buddhist/being-buddhist/	If you had a magic wand and could make everyone in the world follow YOUR yellow brick road what guidance (good choices) would you want people to live by so that no harm comes to any living thing, and what would the land at the end of the yellow brick road look like if everybody made these good choices? Share ideas on tables

Apply		<p>Give children scenarios relevant to them and decide which choice would be best for the children involved in the scenario and why, and which choice would not be so 'good' for other people/animals involved e.g. you are in the playground with your friends and the new boy comes to ask if he can join your game...what choices could you make and what would the consequences be for you and the other people involved?</p> <p>Discuss what helps us make the choices we make. Kindness/not harming anyone/right and wrong/rules/feelings/consequences... feel safe and happy e.g. kind words etc?</p>	<p>Use the Activity Sheet 2 photographs. Children sort the pictures into those that show good choices and those that don't. They then decide which parts of the Eight Fold Path they relate to and why.</p>	<p>In small groups create a short play to demonstrate when it is hard to make a good decision and how the Eight Fold path could help</p>	<p>Imagine you are a Buddhist. I think the best way for me to lead a good life is...</p> <p>I think it is hard to follow the path when...</p>	<p>Create their own yellow brick roads</p>
Reflect		<p>How do we know what makes a 'good' choice? Can we make a list of 8 things that would help the class</p>	<p>Mix Pair Share. Did they choose the same 'Right..'</p>	<p>What might Buddhists do if they find it hard to stick to the Eight Fold Path?</p>	<p>In learning partners interview each other (pretending to be Buddhists)</p>	<p>Mix Pair Share: Move around the room and share their Yellow Brick Roads – Do they want to add/change their roads?</p>

Medium Term Plan: Do people need to go to church to show they are Christians?

SACRE Objectives		Previous Vocabulary	New vocabulary
A6 – Explain some of the feelings I associate with a special place and why. B6 – Describe some of the ways Christians use churches to worship. C6 – Understand the impact a Christian’s special place has on them.		<ul style="list-style-type: none"> The Lord’s Prayer - Also known as “The Our Father”: prayer Jesus taught the disciples. The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist. Peter - Disciple who denied knowing Jesus 3 times 	<ul style="list-style-type: none"> Church - Christian place of worship. Baptism - Rite of initiation involving sprinkling with or immersion in water. John the Baptist - Jesus’ cousin and person who baptised Jesus in the River Jordan. Eucharist/Holy Communion - A sacrament instituted by Jesus during his Last Supper. Giving his disciples bread and wine during the Passover meal, Jesus commanded his followers to “do this in memory of me,” while referring to the bread as “my body” and the wine as “my blood.” Through the Eucharistic celebration Christians remember Jesus’ sacrifice.
Social, Moral & cultural opportunities			
Spiritual Social	Religion Christianity		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect Individual Liberty	I know the places of worship in the local environment and discuss their importance		<ul style="list-style-type: none"> I know some of the ways Christians use churches to worship – Holy Communion and Baptism I can reflect on a range of special places and identify why they have that impact on me I understand the impact a Christian’s special place has on them

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question		What makes a place special?	What is worship?	What is a baptism?	What is Holy Communion?	Do people need to go to church to show they are Christians?
Concept		Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge		I can reflect on a range of special places and identify why they have that impact on me	I know how different Christian faiths worship	I know some of the ways Christians use churches to worship – Baptism	I know some of the ways Christians use churches to worship – Holy Communion	I understand the impact a Christian’s special place has on them
Lesson Type		Engagement	Investigation	Investigation	Investigation	Evaluation
Review/ Revisit	Important places in the local area. Why are they important?	Recap that religions have their own special places where people can go to worship. Share pictures of various places of worship and, look at the similarities and differences.	<p>Flashback: look at special places for different religions- Christians- church, Jews- synagogue, Muslims- mosque. Can we remember any facts about these special places?</p> <p>Show the picture of the church, ask the children who would go there to worship? Have you ever been to a church before? What did you go there for? What did you see when you were there? Why do Christians go to church? Do all Christians go to church?</p>	Baptism https://request.org.uk/resource/restart/2015/06/04/learn-about-infant-baptism/	Holy Communion https://request.org.uk/resource/restart/2015/06/04/learn-about-communion/	Recall reasons why Christians might choose to go to church and their reasons for doing so, and reasons why other Christians may choose not to go to church at all.
Read		A description of a special place	Read Matthew Ch 6: 5-7	Read Jesus’ Baptism	The story of the Last Supper	What does the Church do in the local community?
Teach		Share some scenes, places, buildings, countryside, football stadium, city, etc. and ask the children what feelings these places bring up for them. Do you have to go there often for it to be special? Talk to the children about why some places may be more special than others and how someone’s special place may not be special to somebody else.	<p>Worship: What happens during worship? Do all churches perform worship in the same way? Why do some Christians attend church? Watch the clips A Catholic Mass Children’s worship Contemporary worship Eastern Orthodox worship https://request.org.uk/resource/life/spirituality/worship/ Discuss similarities and differences.</p> <p>Discuss the reasons explored so far and some of the children’s own thoughts about why Christians may choose to go to church. e.g. they feel closer to God, it helps a sense of belonging to the Christian faith, they learn about Jesus’ teachings, etc.</p>	<p>Reread Jesus’ Baptism together John the Baptist was Jesus’ cousin and understood Jesus’ special purpose on earth, hence baptising him in the River Jordan Watch an adult baptism – What happens when someone is baptised? https://request.org.uk/resource/restart/2014/04/08/believers-baptism/ What are your views on adults being baptised? Watch a clip of a baby’s baptism https://request.org.uk/resource/restart/2014/04/08/infant-baptism-in-an-anglican-church/ What about children who are too young to make their own decisions about their religion? Who made the choice for the child? Why did the parents make the choice for their child?</p>	<p>Watch https://request.org.uk/resource/restart/2015/09/18/communion-a-special-meal-2/ Explain to the children that often Communion happens in church. But just as easily it can happen with a group of Christians who love Jesus and just want to thank him for giving his life for them. So is it important for Christians to celebrate Communion in church? Do Christians need to do this to show they are Christians? Where else could Christians celebrate Communion?</p>	Tell children that the local church is being closed for a short period of time.

Practice		Circle Time: My special place and how I feel when I'm there.	Reread Matthew Ch 6: 5-7 What does Jesus mean? What do they tell Christians about the importance of going to church?	With a learning partner recap what happens at a Baptism. What symbols are used?	With a learning partner recap – what is Holy Communion? What happens?	Children to write a letter arguing that it should remain open and why? Include a Christian perspective
Apply		Give the children a sheet with two pre-drawn circles, one within the other. In the inside circle scribe the children's special places and in the outside circle write some of the feelings words associated with these places	Answer the questions: Is it important for Christians to go to Church? Why? How else can they worship God?	Write a paragraph to explain what happens at a baby's baptism. Write a paragraph to describe what happens at an adult's baptism	Write and explanation of what Holy Communion is and answer these questions from the board: Is important for Christians to celebrate Communion in church? Do Christians need to do this to show they are Christians? Where else could Christians celebrate Communion?	Tell children that despite their best efforts the church still needs to be closed for important building work as it is currently unsafe. Write a paragraph explaining if the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway?
Reflect		Where might a Jew's special place be? Where might a Sikh's/Hindu's special place be? Where might a Muslim's special place be? Where might a Christian's special place be? Answers could be home, nature, etc. not necessarily church or places of worship	Mix, pair share: Trade answers. Are they similar? Does anybody want to change/adapt their answers?	Trade with their learning partner. Give constructive feedback. Make any improvements identified	Trade with their learning partner. Give constructive feedback. Make any improvements identified	Mix, pair share: Trade answers. Are they similar? Does anybody want to change/adapt their answers?