



Year 8 Buddhism 10 Lessons

Aims: This unit of work is designed to **help students to** know the key beliefs within Buddhism, and consider how these beliefs and the actions of Buddhists demonstrate their belief in dharma (teachings of the Buddha). Students will know the life story of Siddhartha Gautama (the Buddha), the 3 marks of existence (3 universal truths), 4 noble truths, noble eight-fold path and beliefs about karma, samsara and reincarnation.

Links to KS4:

- This scheme of work is providing pupils with a deep understanding of the beliefs, teachings and practices of Buddhism. It covers all of the knowledge needed for pupils to access the Buddhist part GCSE exam paper – pupils will be expected to have knowledge of non-religious (Humanist or atheist perspectives. They can utilise Buddhist beliefs). It also gives time for pupils to work on their exam structure and time to assess that they have understood the material.

Key Skills	Literacy Links	Numeracy Links
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- To learn to use ICT and dictionaries for research
- To develop and demonstrate extended writing skills (description/explanation/analysis and evaluation)
- To develop an understanding of Buddhist beliefs

Key Words:
Literacy is embedded throughout the scheme of work with a particular focus on key language and terminology. Pupils should also be encouraged to use these key terms in their answers. This focus will go beyond the lessons and there is a set homework for pupils to learn key terminology including spelling for an assessment at the end. Their assessment should be marked for literacy and use of the key terms should be highlighted and praised.
Anatta, Anucaa, Bodhisattva, Buddha, Dhamma, Dukkha, Enlightenment, Four Noble Truths, Four Sights, Kamma, Karuna, Mahayana, Metta, Nibbana, Noble Eightfold Path, Parinivana day, Samsara, Theravada, Wesak.

Chronology opportunities – researching past events

Assessment	Cross-Curricular Links
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15 mark GCSE style question: **‘People make bad decisions in life because of the three poisons.’** Evaluate this statement. Remind them of the three poisons from the wheel of life. Introduce PEE **SONIC** strategy for answering questions.

- Chronology: Maths
- English Language
- Geography – countries of attacks and civil disobedience
- Drama – sermon on the mount

SMSC Opportunities and British Values

Spiritual: This SoL should encourage a sense of enjoyment and fascination in learning about others and the world around them. It expects them to use their imagination to reflect on Buddhist experiences.

Moral: It provides opportunities to consider Buddhists morality and see if that fits with their own understanding of what is right and wrong. In particular, the Buddhist concept of karma get pupils to contemplate how some understand the consequences of behaviour and actions.

Cultural: Studying Buddhist origins and development encourages an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity.

Opportunities for further Learning

Option 1: E Learning: What is it like to be a part of the Monastic Sangha?

Option 2: Students create their own Noble Eightfold Path – what are their goals in life?

Option 3: E Learning: What is it like to be a lay Buddhist? Is it easier to be a Buddhist monk or nun than to be a lay Buddhist?

Option 4: Fact File: create a fact file about Aung San Suu Kyi. More Able learners to answer: What terrible dilemma did Aung San Suu Kyi face and how did her Buddhist faith give her a sense of purpose?