

<b>Autumn Term 1 Unit plan overview – How did Jesus and Buddha make people stop and think?</b>	
<b>How does this unit link to previous learning?</b>	<p>In year 1 they will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about key beliefs about God in Christianity</p> <p>In year 2 pupils will have learnt about different holy books, and some stories within them for different religions which can be drawn upon in this unit. They will have learnt about the Bible being a key book for Christians, and about some of the stories Jesus told in the New Testament. There is an option within the same unit to look at 2 other religions, so pupils might have learnt about the Buddhist holy Book the Tipitaka.</p>
<b>What will pupils be learning in this unit?</b>	<p>In KS2, in year 3 and 4 children will be taught to apply their knowledge about religion to 21<sup>st</sup> century living</p> <p>In Year 3 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Analyse 2 different stories that challenge people and how this live from 2 different religions</li> <li>• Write a thoughtful story that asks an important question about life and challenges people to think about it</li> <li>• Connecting ideas between religious stories and practices in religion</li> </ul>
<b>How does this unit link to future learning?</b>	<p>In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21<sup>st</sup> century living.</p> <p>In Year 3 pupils will go on to be taught:</p> <ul style="list-style-type: none"> <li>• about more stories from the Bible, as well as from other religions</li> </ul> <p>In Year 4 pupils will be taught:</p> <ul style="list-style-type: none"> <li>• about why the Bible is special for Christians</li> <li>• about religions in my neighbourhood</li> </ul> <p>In Year 5 and 6 pupils will be taught to analyse religious and worldviews</p> <p>In Year 5 pupils will be taught:</p> <ul style="list-style-type: none"> <li>• How Christians try and follow Jesus' example</li> <li>• Learning more about Islam and what the Qur'an teaches Muslim people</li> </ul>
<b>Links with other subjects</b>	
<b>Trips and visitors</b>	
<b>Key vocabulary</b>	Jesus, Parables, Buddha, Pharisee, Bible Tipitaka

**UNIT OVERVIEW:** In this unit, pupils will explore the power of stories and sayings to challenge people to think about the way they lead their lives. In this context, a number of stories and sayings which Jesus and the Buddha told will be explored to see how they challenged people at the time and can still do today. There is an opportunity to invite in Christian and Buddhist guests to come in and talk about stories that have made them stop and think.

Lesson Question	Concepts and Skills	Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What stories, sayings and events have really made us stop and think?</p> <p>2. What is the challenge in the story of the <i>Pharisee</i> and the <i>tax collector</i>?</p> <p>3. Why do some of Jesus' sayings still make people stop &amp; think today?</p> <p>4. How does Jesus' story of the widow's mite make us think?</p> <p>5. Who is the Buddha?</p> <p>6. What stories did the Buddha tell?</p> <p>7. What stories, sayings and events can we use to make other people think?</p>	<p>Outline religious ideas and practices</p> <p>Connecting ideas</p> <p>Express thoughtful ideas</p>	<p>Think about stories with meanings e.g. Aesop's fables</p> <p>Look at a range of stories and sayings that Jesus told to people and consider possible meanings for then and today.</p> <p>Investigate some of the sayings of Buddha and consider possible meanings for then and today</p> <p>Thoughtfully link ideas about sayings from religions.</p> <p>Make others think about their life and what is important</p>	<p>Research a range of different cultural images of Jesus and Buddha – How are these similar and different and why? What are the images trying to tell the onlooker about Jesus or the Buddha?</p> <p>Use art images and music to create a visual support to the telling of a story from Jesus or the Buddha that can be shown or told to the whole class</p> <p>Debate whether Jesus or Buddha's teachings are more relevant to 21<sup>st</sup> century British society</p>	<p><a href="http://www.reonline.org.uk">www.reonline.org.uk</a></p> <p><a href="http://www.bl.uk/learning/cult/sacred/stories/">http://www.bl.uk/learning/cult/sacred/stories/</a> interactive stories on Buddhism and Christianity</p>

## Year '3' Jesus and Buddha end of unit expectations

### By the end of this unit:

- Emerging (step 2) I can use religious words and phrases, such as parable to identify aspects of Jesus and Buddha's teachings. I can show awareness of how different people describe Jesus and Buddha. I can retell a story from Jesus and Buddha, and suggest a meaning for the story.
- Expected (step 3) I can use a developing religious vocabulary to talk about the teachings of Jesus and the Buddha. I can retell a story from Jesus and Buddha in detail and suggest meanings. I can begin to identify the impact Jesus and Buddha have on a Christians and Buddhists life today..
- Exceeding (step 4) I can use a developing religious vocabulary to talk about what Jesus and Buddha mean to Christians and Buddhists today. I can describe some interpretations of Jesus' and the Buddha's teachings, and show a range of views from within a religion. I can make links between Christian and Buddhist beliefs and stories Jesus and Buddha told.

### A glossary of religious, cultural, educational and other terms used in this unit

<b>Parable</b>	A religious story with a hidden meaning, told to make the audience think about important teachings and engage with the story.
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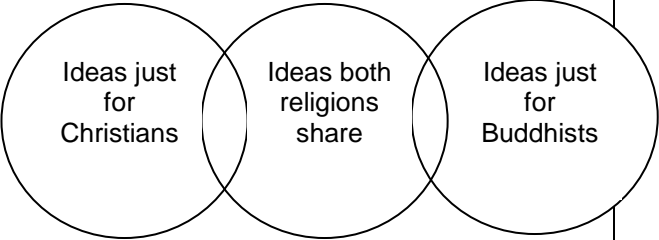
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p><b>1. What stories, sayings and events have really made us stop and think?</b></p>	<p><b>To explore stories that make me think</b></p> <p>I can talk about an important saying in life and compare my ideas about them with others (step 3)</p> <p>I can talk about an important saying in life for me and others, and thoughtfully explain why some stories make people think differently (step 4)</p>	<ul style="list-style-type: none"> <li>Sit class in circle, begin a story with the words 'Once upon a time' and then stop. Ask what the children were expecting. Discuss what a story is, who tells stories and why people like them</li> <li>Give an example of one story that has really made you, the teacher think (e.g. Aesop's the Hare and the Tortoise or other stories with which the children are familiar) and explain why it has made you stop and think. Children to discuss in groups which stories have made them think and why. Going around the circle, each child starts a sentence by saying 'A story that really made me think is...' and justify their choice if possible.</li> <li>Show the class a number of short sayings written on cards e.g. <i>treat others as you would like them to treat you</i>. Go through the sayings together. Teacher chooses one that makes him/her really think. Invite children/ groups of children to do the same</li> <li>Explain how in the following lessons, class will be looking at how Jesus used stories, sayings and events to make people stop and think. Ask the class to identify when and where Jesus lived and how many people follow his sayings today in the world?</li> </ul>	<p>Cards with sayings on: <a href="http://www.englishclub.com/ref/Sayings/index.htm">http://www.englishclub.com/ref/Sayings/index.htm</a> list of well-known English saying</p> <p>Jesus was born in modern Palestine and grew up in modern Egypt and Israel. He lived just over 2000 years ago. In 2015 census on religion in the world there were 33% identified themselves as Christians (about 2.5 billion people) – that's quite a lot of followers!</p>
<p><b>2. What is the challenge in the story of the <i>Pharisee</i> and the <i>tax collector</i>?</b></p>	<p><b>To apply the teaching from a parable to modern day life</b></p> <p>I can describe what a believer might learn from the story of the Pharisee and the tax collector (step 3)</p> <p>I can explain how the meaning of</p>	<ul style="list-style-type: none"> <li>Explain how Jesus told stories, called parables, to teach people about God and how they should live their lives. These parables were often very challenging and not everybody could understand the meaning easily, or at all at the time</li> <li>Read or use spirited Play technique to tell the <i>parable</i> of the <i>Pharisee</i> and the <i>tax collector</i></li> </ul>	<p>Invite Christian visitors to talk about this parable and it's meaning for them.</p> <p>Luke 18: 9-14 is where you find the parable of the Pharisee and the tax collector in the Christian Bible</p>

	a parable can be applied to the life of a number of different Christians (step 4)	(and display the parable story in words). Ask the children to think of what in this parable Jesus wanted people to stop and think about. Feedback ideas in talk partners and then to the whole class <ul style="list-style-type: none"> <li>• Ask the pupils to note down their answers.</li> <li>• Model to the class the telling a modern story using the themes of humility and pride to teach a point, a bit like Jesus was doing. Ask children to create their own story in this manner using words or as a cartoon strip. It could, for example, show someone who is showing off about their football skills or about how clever they are</li> <li>• Ask pupils what Christians today can learn from the parable of the Pharisee and the tax collector. Display the children's ideas in words and pictures. This display should be added to during the unit.</li> </ul>	Rejesus provides a good range of images of Jesus and interesting points of view: <a href="http://rejesus.co.uk">http://rejesus.co.uk</a>  RE:Quest is a very useful site for learning about Christianity: <a href="http://www.request.org.uk">www.request.org.uk</a>  The Welsh Virtual Teacher Centre contains some good materials for teaching this age group: <a href="http://www.ngfl-cymru.org.uk">www.ngfl-cymru.org.uk</a>  Animated World Faiths, Channel 4, Programme1, Life of Christ: <a href="http://www.channel4.com/programmes/stop-look-listen-animated-bible-stories">http://www.channel4.com/programmes/stop-look-listen-animated-bible-stories</a>
<b>Key question for a lesson:</b>	<b>Success criteria</b>	<b>Possible Teaching &amp; Learning Activities</b>	<b>Resources</b>
<b>3. Why do some of Jesus' sayings still make people stop &amp; think today?</b>	<b>To consider why some sayings are important today</b>  I can explain links between what I think and other people (Christians) about sayings (step 3)  I can thoughtfully explain why some Christian sayings are still important today to different people (step 4)	<ul style="list-style-type: none"> <li>• Introduce a saying (such as 'if at first you don't succeed, try, try again'). Discuss meaning of the saying. Children to stand in hoops labelled 'disagree', 'not sure' and 'agree' to show their point of view. Call upon children to justify their position.</li> <li>• Explain that Jesus used sayings to make people stop and think. Give each group of children a saying of Jesus (in child friendly language). In groups, children discuss/speculate what the saying means.</li> <li>• Children should work out a situation where their saying might apply today and devise a short role play to demonstrate this to the rest of the class</li> <li>• After watching each role play, discuss whether</li> </ul>	Hoops labelled for first activity  Sayings in child friendly language: e.g. Love your neighbour as yourself (Matt 22:39), Blessed are the peacemakers (Matt 5:9), Do not try to get your own back on someone who has been nasty to you (Matt 5:39), If you fight you will get hurt by fighting (Matt 26:52), "I am the way, the truth and the life. No-one comes to the father except through me." John 14:6, "He who is the least among you all, he is the greatest." Luke 9:48, "It is easier for a camel to get through the eye of a needle,



		<p>the saying would be hard or easy to follow and whether it is a useful piece of advice for today, using the hoops again</p> <ul style="list-style-type: none"> <li>• In groups of 3 ask pupils to place the sayings on a dart boards, showing which one they like the most and why.</li> <li>• Pupils to write about their favourite three sayings from the lesson, and think about what these sayings would teach a Christian to do. Do they agree with all the sayings of Jesus, explaining their reasons why or why not</li> </ul>	<p>than a rich man to get into heaven.” Matthew 19:24.</p>
<p><b>4. How does Jesus’ story of the widow’s mite make us think?</b></p>	<p><b>To analyse how a story makes people think</b></p> <p>I can describe what a believer might learn from Jesus’ sayings (step 3)</p> <p>I can link different viewpoints together to explain a religious idea or teaching (step 4)</p>	<ul style="list-style-type: none"> <li>• Remind children that Jesus’ teaching always had a message and challenge the children to see if they can tell you what that message is in today’s lesson.</li> <li>• Use PowerPoint slides (see link in resources) to tell the story of The Widow’s Mite</li> <li>• Role play the story in groups, making sure that each group has some pupils portraying the rich people, one portraying the widow and one portraying Jesus. During role play, use thought tapping in order to help children analyse each character’s feelings and motivations</li> <li>• In response partners, discuss what they think Jesus was trying to teach from this parable and feedback to the group</li> <li>• In speech bubbles, children should write down the main message that they understand from the story, now they have heard and discussed it. Add to the class’ display of what a Christian might learn from Jesus’ teachings. Include on it concepts such as giving, sacrifice and kindness.</li> <li>• Ask the children which saying or story Jesus told they like the most so far. Which would be the hardest to live by? Which is the easiest? What do they think that these stories that were told over 2000 years ago are still remembered?</li> </ul>	<p>Mark 12:41-43 – parable of Widows mite</p> <p><a href="http://sermons4kids.com/widows-mite-ppt-slides.htm">http://sermons4kids.com/widows-mite-ppt-slides.htm</a> These slides can be used to create PowerPoint presentations. There is a suggested PowerPoint presentation using these slides on the website.</p>

Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p><b>5. Who is the Buddha?</b></p> <p><b>What stories did the Buddha tell?</b></p> <p><b>This session will probably take 2 lessons to complete</b></p>	<p><b>To investigate the meaning of Buddhist stories</b></p> <p>I can describe what a believer might learn from a Buddhist story, connecting different ideas (step 3)</p>	<ul style="list-style-type: none"> <li>Using a power-point give an introduction to the children about who the Buddha is. Start by mind mapping all they already know about him</li> <li>Explain how Buddha told stories, to teach people about how they should live their lives. These stories were often very challenging and not everybody could understand the meaning easily, or at all at the time</li> <li>Investigate as a class or as table groups a selection of 3 Buddhist stories (see web links opposite to help). Ask children to speculate about the meaning of what Buddha was trying to teach people</li> <li>Share potential meanings from the stories and look at what they mean to Buddhists today (clear vision trust website has materials on this)</li> <li>Ask the children to use the 'hoops' to show whether they agree or disagree with the Buddha's teachings. Then ask the children to rate how hard this teaching would be to live out (1 being easy and 10 being very hard)</li> <li>Children write in a cut out shape of the Buddha one of his teachings and their thoughts about it</li> </ul>	<p><a href="http://www.bl.uk/learning/cult/sacred/stories/">http://www.bl.uk/learning/cult/sacred/stories/</a> give 2 interactive stories on Buddhism</p> <p><a href="http://www.buddhanet.net/e-learning/buddhism/pbs2_unit01.htm">http://www.buddhanet.net/e-learning/buddhism/pbs2_unit01.htm</a> introduction to Buddhism</p> <p><a href="http://www.clear-vision.org/Students/undereleven.aspx">http://www.clear-vision.org/Students/undereleven.aspx</a> clear vision trust stories with illustrations</p> <p><a href="http://viewonbuddhism.org/resources/buddhist_stories.html">http://viewonbuddhism.org/resources/buddhist_stories.html</a> the elephant and his old blind mother story</p> <p><a href="http://www.touchtheearthranch.com/buddhastories.htm">http://www.touchtheearthranch.com/buddhastories.htm</a> story butter and stones and The Bandit</p> <ul style="list-style-type: none"> <li>Animated World Faiths, Channel 4, Programme1, Life of Christ: <a href="http://www.channel4.com/programmes/stop-look-listen-animated-bible-stories">http://www.channel4.com/programmes/stop-look-listen-animated-bible-stories</a></li> </ul>
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p><b>6. What stories, sayings and events can we use to make other people think?</b></p>	<p><b>To create a story that makes others stop and think</b></p> <p>Expected: I can write a thoughtful story that asks an important question about life and</p>	<ul style="list-style-type: none"> <li>Recap work on Jesus' and Buddha's' sayings. Discuss the challenge of these stories (e.g. kindness, sacrifice and pride) – use the display to as support</li> <li>Ask children to think about any potential similarities and difference between Jesus' and</li> </ul>	

	<p>challenges people to think about it (step 3)</p> <p>Exceeding: I can link ideas in my story to challenge people, drawing from teachings from different religions (step 4)</p>	<p>the Buddha's stories and sayings - create a list of their suggestions or ask them to fill in a diagram like the one below:</p>  <ul style="list-style-type: none"> <li>• Take one of the areas identified e.g. kindness and think of a story/ event/ saying which would challenge others. Help children to plan their piece of written work</li> <li>• <b>Assessment opportunity:</b> Children to work individually/ in pairs/ in groups to write their story/ saying/ event to make others think. These stories/ sayings/ events to be shared with another class or in assembly through retelling or role play. The audience should guess the message conveyed by the story.</li> </ul>	
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