



TOPIC TITLE/SUBJECT: RE – Christianity & Buddhism- Beliefs and Practices/Suffering/Humanism

Vocabulary

- **CHRISTIAN**- a person who follows Christianity
- **GOD**- the creator and ruler of the universe
- **JESUS** – son of God, sent to save the human race from its sins
- **CHURCH** – a place of worship
- **DISCIPLES** – personal followers of Jesus who spread his teachings
- **BIBLE** – the sacred book of Christianity; a collection of ancient writings including the books of both the Old Testament and the New Testament
- **ASCENSION** - when Jesus left Earth to rise to Heaven
- **SALVATION**- being saved from the power of sin
- **ANNUNCIATION** - when the Angel appeared to Mary to tell her she was going to have a baby
- **TEMPTATION** – a situation where someone has a free choice whether to be faithful to God
- **CRUCIFIXION** - a method of execution which involves being tied or nailed to a cross. Jesus was crucified

dukkha – A Sanskrit word meaning suffering of some kind.
Nirvana – A state of perfect peace and happiness
Noble Truths – Part of the Buddhist teachings, explaining why people suffer and how to end it.
Noble Eightfold Path – The way to live life and end suffering, according to Buddhist teachings.
Buddha – means enlightened one



HUMANISM

in a nutshell

1. Putting **human beings** and other **living things** at the centre of your moral outlook
2. Seeing the world as a **natural place** and looking to **science** and **reason** to make sense of it
3. Promoting and supporting human **flourishing** across all frontiers, and championing **human rights** for everyone

Other/Cross Curricular Links with English/Maths

Art: origami lotus **History:** WW2

Music: sacred/secular Christmas songs. **Adaptation for SEND.**

Differentiated activities where possible, peer support in group activities, teacher/adult support for some written activities, word mat to support vocabulary

Skills

Beliefs and practices

- Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities

Symbols and actions

- Compare how and why a range of beliefs, expressions and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities

Identity and belonging

- Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives

Justice and fairness

- Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering the possible effects of different moral choices.

Application/ Outcomes

1.Go through Christianity ppt, discuss key vocabulary. Discuss what a religious pilgrimage is and why people take them. **Chn write definitions of key words and discuss key questions: What does it mean to be a Christian today in Britain?** (As a multi-faith society, Christianity has declined. Diff cultures and faiths influence our everyday lives. We have become more secular Eg. shops open on Sundays now)

2.Symbolism in Christianity- The Holy Trinity (see ppt): **Design a new symbol**

3.Recap the key aspects of Buddhism: Tell the story of Buddha. **Chn retell in their own words**

4.Key aspects of Buddhism (Go through ppt, chn make notes) **Create an information poster including the 5 Buddhist morals/ Noble eightfold path- Buddhist view of suffering**

5.Investigate Buddhist symbols (see same ppt). Chn use I-pads to investigate one specific symbol. (The three jewels, the mudras, stupas, Bodhi tree, prayer wheels, scared elephant, the wheel of life)

Combine info in a large class poster Make origami paper lotus flower and explain its meaning

6.Reflect upon spiritual and internal diversity, comparing ways of celebrating the same/different festivals around the world.a)Sacred and secular Christmas. Compare practices. How has Christmas become more secular? **Children design sacred and secular Christmas cards. Compare sacred and secular Christmas songs**b) Humanism: Children discuss why following this approach might be attractive to some people. Answer key question: How would the world be different if there were no religion at all and everyone followed a humanist approach to life? Talk about Humanist rites of passage. **Write a comparison chart (with Christian rites)** .

7. What do they think is meant by suffering? What kind of suffering in the world have they heard about? . Quite often, the suffering of others is caused by fellow human beings. Link the theme of suffering back to the events of World War II: The Holocaust. Read and discuss the story of Holocaust survivor Sokphal Din from the book of survivors' stories. This may be supplemented with activities from National Holocaust week.

What we already know

Year 3

- That the Holy Trinity is made of 3 parts
- Sequencing events in the Christmas
- How Christians and Muslims celebrate some festivals
- Some Christian rites of passage

Year 4

- About Christian symbols like the cross
- How Christians, Hindus and Sikhs celebrate some festivals

Year 5

- Symbolism in the Christmas story
- How Christian and Jewish people celebrate some festivals

Concepts –

- **Secular and non-secular**
- **Buddhism as a world religion**
- **Religious symbols**
- **Humanism**

