



## NHSG Key stage 3: Unit Overview for Y8 RS – Buddhism

Scheme of Learning	Y8 RS – Buddhism
<b>Learning outcomes</b>	<p>By the end of the unit students should have knowledge and understanding of common beliefs and practices of Buddhism (samsara, Noble Truths, Eightfold Path, meditation, etc) as well as divergent views (Mahayana v Theravada schools, monastic v lay lifestyle).</p> <p>This will fit into our Year 8 curriculum on the karmic faiths, building on the themes introduced in Hindu Dharma and linking to Sikhism in our next unit. This will also be a solid foundation for later GCSE study of beliefs about God and dialogues between faiths.</p>
<b>Key questions</b>	<p>Is the dharma of the Buddha too difficult to follow today?</p>
<b>Knowledge</b> What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Life of the Buddha</li> <li>• Three Marks of Existence</li> <li>• Four Noble Truths</li> <li>• Noble Eightfold Path</li> <li>• Five Precepts</li> <li>• The Sangha</li> <li>• Meditation</li> <li>• Describe the differences between Theravada and Mahayana Buddhism</li> <li>• Define and describe the relationship between samsara, dharma, karma, enlightenment and nirvana</li> <li>• Describe common symbolism in Buddhist artwork, particularly in the poses of the Buddha</li> <li>• Describe the history and role of the Dalai Lama</li> </ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Knowledge – a rich cultural knowledge of a key world religion</li> <li>• Evaluation</li> <li>• Analysis of various sacred texts and stories, looking for meaning and symbolism</li> <li>• Ability to understand the worldview of others</li> </ul> <p><b>Key Terms/Glossary:</b></p> <ul style="list-style-type: none"> <li>• Buddha</li> <li>• enlightenment</li> </ul>

	<ul style="list-style-type: none"> <li>• samsara</li> <li>• karma</li> <li>• nirvana</li> <li>• dharma</li> <li>• anicca</li> <li>• anatta</li> <li>• dukkha</li> <li>• Sangha</li> <li>• bhikkhu</li> <li>• laity</li> <li>• alms</li> <li>• Dalai Lama</li> </ul>
<b>Ongoing Assessment</b>	<p>AFL:</p> <ul style="list-style-type: none"> <li>- Retrieval practice quiz at the beginning of each lesson</li> <li>- Use of mini whiteboards/true-false statements that all students respond to</li> <li>- Answer reading comprehension questions in lesson, with immediate self-marking</li> <li>- Knowledge assessment with multiple choice, definition and short answer questions at end of topic</li> </ul> <p>Key Homework:</p> <ul style="list-style-type: none"> <li>- Creative piece displaying life of the Buddha and/or the realms of existence</li> <li>- Task applying the Eightfold Path to modern situations</li> </ul> <p>Common misconceptions to be addressed:</p> <ul style="list-style-type: none"> <li>- The Buddha is NOT a god, but a great example of how to live</li> </ul>
<b>Key Assessment</b>	<p>In-class knowledge assessment (30 mins): Mixed deliberate practice with definition, multiple choice, short answer and longer answer questions to demonstrate knowledge and evaluative skills around the central question of living the dharma today</p> <p>Students are delivered a revision lesson to go over key knowledge and assessment strategies</p>
<b>Clear sequencing of content</b>	<p>This topic builds on religious themes that students learned in Year 7 (e.g. religious leaders, beliefs and practices, diversity in religion) as well as themes from our first term unit on Hindu Dharma (samsara, karma, etc)</p>

	<p>The knowledge they gain about samsara, karma and dharma in this unit will be developed again in Sikhism later in the year.</p> <p>This topic starts with the life of the Buddha as the central figure and example of Buddhism. We then study the dharma (Marks of Existence, Noble Truths) to better understand how and why Buddhists practice using the Eightfold Path, meditation and the monastic lifestyle. Students are given opportunities to relate these ideas to modern life (e.g., examples of dukkha in their own lives) as well as to discuss the extent to which living according to the dharma is possible or practical today.</p>
Links to Careers	<p>This topic, as with all RS topics, provides students with excellent cultural capital knowledge as well as opportunities to discuss differences of worldview in a respectful way. Students are also challenged to reflect on and evaluate different values, both aloud and in writing. Having sound knowledge of these areas can only be an advantage in any future career.</p>
Diversity and Inclusion	<ul style="list-style-type: none"> <li>• We look at a variety of schools and lifestyles within Buddhism</li> <li>• We examine issues of social justice and modern political identities within Buddhism, particularly around the history and role of the Dalai Lama</li> </ul>
Support	<p>Students will have worksheet booklets with key words and tasks included to help them with organising their folders and notes</p> <p>The RS SharePoint page has links to useful sites and podcasts to extend knowledge</p>
Challenge	<p>The BBC Religion pages are an excellent starting point for further research into the main faith traditions.</p> <p><b>Buddhism: A Very Short Introduction</b> by Damien Keow would be a good short introductory book on the topic.</p> <p><b>Wide Awake: A Buddhist Guide for Teens</b> by Diana Winston is a very good accessible practical guide for those with a deeper interest in the faith.</p>

