YEAR 8 Spring 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Buddhism

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** This topic allows pupils to explore a second eastern religion as a contrast to the Abrahamic faiths. Students explore a non-authoritarian religion – one that doesn't believe in a God. Sikhism and Buddhism are not identified as key teaching in KS2 RS which is why they are a part of our KS3 curriculum. **Why do we teach this now?** Students study Buddhism before Ultimate Questions as the religion is referred to in this topic when looking at ultimate questions from different viewpoints, students need to know the religion before they can apply it. **Links to the Oldham Local Agreed Syllabus:** 3.7. The Buddha how and why do his experiences and teachings have meaning for hundreds of millions of followers in today's world? **Links to the Manchester Diocesan Agreed Syllabus:** 3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha **Specification aims:** The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus) **Assessment Objectives:** As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus. **Make sense of a range of religious and non-religious beliefs, so that they can:** - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary; - explain how and why these beliefs are understood in different ways, by individuals and within communities; - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation. **Understand the impact and significance of religious and non-religious beliefs, so that they can:** - examine and explain how and why people express their beliefs in diverse ways; - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world; - appreciate and appraise the significance of different ways of life and ways of expressing meaning. **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:** - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses; - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response; - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	Students will explore statistics through their learning on the right to fair trial
Literacy	**Vocabulary Tier 2:** explain, human rights, rights, responsibilities, law **Vocabulary Tier 3:** Prejudice, discrimination, United Nations, overt racism, racism, systemic racism **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** Religious Studies is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on explaining their own views and beliefs as well as those of others. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	**By product:** differential outcomes using must, could, should. **By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

Implementation Curriculum Delivery

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	**The Buddha** To know who the Buddha was and the key events of his life. - To know that the Buddha had a luxurious early life - To know that the Buddha saw 4 sights, a sick man, old man, dying man and a wise man. - To know that the Buddha became enlightened by understanding the true nature of the world.	A study of eastern religions – Sikhism in Year 7.	L2-9 through understanding the buddha by what he taught.
2	**Enlightenment and Nirvana** To understand the concepts of enlightenment and nirvana. - To know that enlightenment is understanding the true nature of the world. - To know that nirvana is a state you enter when you become enlightened. - To know that nirvana is a mental state of peace. - To know that we all have Buddha nature – the potential to join the Buddhahood – becoming a buddha.	This builds upon lesson 1 by exploring what enlightenment is.	L3-9 – the teachings of the Buddha are the way to achieve enlightenment.
3	**Karma and Samsara** To know the Buddhist view on life – karma, samsara, dependant origination. - To know that dependent origination the belief that everything depends on everything else and that when the conditions stop – we stop. - To know that samsara is a cycle of birth death and rebirth. - To know that karma is action and that karma (actions) affect rebirth. - To know that life is sacred because rebirth is rare.	After understanding enlightenment, students explore samsara – what happens when you don't achieve enlightenment.	L4-8 – Students learn the teachings which help to gain good karma and escape samsara.
4	**3 marks of existence** To explain the 3 marks of existence: anicca, anatta and dukkha. - To know that anicca means everything changes. - To know that anatta means that nothing is permanent, there is no soul. - To know that dukkha is suffering. - To know that all 3 of these mark the existence of all humans.	Students understand the 3 marks of existence which mark life in samsara.	L5 – 6 to explore the dukkha and the way to avoid dukkha
5	**4 Noble truths** To explain the 4 noble truths. - To know that Dukkha means life is suffering - To know that suffering is caused by craving - To know that accepting things change will stop our suffering - To know that the 8 fold path is the path to enlightenment,	This further explains dukkha	The 4th noble truth is explored by studying the noble 8 fold path in L6.
6	**8 Fold Path** To explain and apply the 8 fold path. - To know that the 8 fold path is a middle way, a path between the 2 extremes, having too much or having not enough. - To know that all parts of the 8 fold path are equally important - To know that right action is followed by following the 5 precepts.	This lesson is a development of L5 – exploring the 4th noble truth, magga.	L8 when we look at what is more important – the Buddha himself or the dharma – the teachings.
	Metta and Karuna		

	7	To explain the Buddhist teachings of metta and karuna. - To know that metta is loving kindness - To know that karuna is compassion, feeling concern for others who are suffering.	Students look at the key teachings , building upon the dharma already ta taught.	Students will evaluate the dharma against the sangha and buddha in L8.
	8	**3 Jewels** To know what the 3 jewels are and how they help Buddhists. - To know that the 3 jewels are buddha, dharma and sangha. - To know that they help Buddhists in different ways.	Students evaluate the content taught in L1-7	
	9	**Meditation mandala** To understand the practice of mandalas as a form of meditation. - To know that Samatha meditation settles the mind. - To know that Vipasana meditation gives insight. - To know that mandalas are both, they settle the mind and they give insight into anicca when they are destroyed.	Students put the marks of existence into practice and explore a practice within Buddhism.	

Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This unit develops pupils understanding of religious teachings that can be drawn upon in subsequent thematic units whilst providing them with knowledge of how human rights plays a vital role in current society.
Assessment	Students will be formatively assessed through knowledge checks, key word checks, and being asked to explain their ideas. As we move through Year 8 we are focusing on developing, in detail how students can explain the views of others as well as their own. This content will be summatively assessed in the 2 Summative assessments this year.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.