

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
BUDDHISM WHAT DOES IT MEAN TO BE A BUDDHIST?	TIER 2 (Academic): Awareness, circumstances, virtues, interpretation, impact, attitudes, reflective, evaluate, interconnectedness, worldview. TIER 3 (Subject specific RE words): Buddhism, Buddha, enlightenment, Siddhartha Gautama, Four Noble Truths, Metta (kindness/loving-kindness), Ahimsa (non-violence).	A school-wide or class-based "Acts of Kindness" initiative. Visit to a local nature reserve for a mindful nature walk. Visit to a local Buddhist Centre or meditation space.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	How did Siddhartha become Buddha?	What did Buddha teach about the four noble truths? & How might they affect a Buddhist's way of life?	What is kindness and how can it be shown according to Buddhist teachings?	How does Buddhism set an example to others?	What do Buddhists believe about responding to the world around them?	Is being reflective important?
LENS	Thinking	Believing & Thinking	Believing	Thinking	Believing	Living
RELIGIOUS CONCEPT	World Faiths / Origins of Buddhism	Buddhism / Core Beliefs & Practices	Buddhism / Virtues	Buddhism / Global Impact	Buddhism / Ethics and Environment	Buddhism / Meditation and Mindfulness
LEARNING OBJECTIVES	To investigate the circumstances that led to Siddhartha becoming Buddha and achieving enlightenment.	To identify the Four Noble Truths and explain how they influence daily choices.	To explore Buddhist teachings on compassion and how virtues are expressed in actions.	To evaluate the role model aspect of Buddhism for the wider global community.	To explain how Buddhist beliefs dictate their response to nature and society.	To practice reflection and evaluate its importance within and outside of faith.
ACTIVITY	Create a storyboard detailing Siddhartha's journey from a sheltered prince, encountering the Four Sights, to achieving enlightenment.	Sort scenario cards showing everyday problems and match them to how a Buddhist might apply the Four Noble Truths to find a resolution.	Read a Jataka Tale (e.g., The Monkey King) and create a "Wheel of Kindness" displaying specific ways to show Metta (loving-kindness).	Research a prominent Buddhist figure (e.g., the Dalai Lama) and create an infographic showing how their beliefs set an example for world peace.	Design an environmental campaign poster based on the Buddhist concept of Ahimsa (non-violence) and interconnectedness with nature.	Participate in a secular 5-minute mindfulness breathing exercise. Write a final journal entry synthesizing "What does it mean to be a Buddhist?".

ASSESSMENT	Formative: Observation of narrative sequencing and understanding of the term 'enlightenment'.	Formative: Accuracy in matching the Noble Truths to practical life scenarios.	Formative: Pupil's ability to extract theological themes of kindness from a core text.	Formative: Depth of critical analysis shown in the infographic regarding worldview impact.	Formative: The use of religious concepts to justify environmental protection in their posters.	Summative: Evaluation of the journal entries against the unit's substantive knowledge goals.
EXPECTED OUTCOMES	Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning	Describe the impact of beliefs and practices for different people	Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms	Suggest some ways in which different people might interpret texts / sources	Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms	Describe the impact of beliefs and practices for different people
HIGHER ORDER or I WONDER QUESTIONS	If Siddhartha had never seen suffering, would he have ever sought enlightenment?	Is it truly possible to eliminate suffering by changing our desires?	How does the Buddhist motivation for kindness differ from doing it just to "be nice"?	Can someone who is not a Buddhist still follow Buddhist examples of living?	How does the belief in rebirth fundamentally change how one views an animal or a tree?	Why is silence and reflection sometimes more powerful than speaking or acting?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	How can faith inspire fearless action in the face of adversity? Why has the role of women in history and religion sometimes been hidden, and how do we uncover it? What does true equality look like within a spiritual community? How does the concept of the "Kingdom of God" apply to social justice and gender today?					
INCLUSION & ADAPTATION	Provide pre-drawn storyboard templates with word banks and visual cues for the 'Four Sights'.	Simplify the phrasing of the Four Noble Truths. Use heavily visual scenario matching cards.	Provide audio versions of the Jataka tales. Allow verbal contributions for the kindness wheel.	Focus research on one specific visual example or quote rather than broad philosophies. Provide writing frames.	Provide a scaffolded poster template with pre-selected images to arrange and label.	Use sensory objects (like a singing bowl or breathing ball) to anchor attention during reflection.
GREATER DEPTH	Write a paragraph analysing the psychological shift Siddhartha experienced when he saw suffering for the first time.	Debate whether the Third Noble Truth is achievable in modern, consumer-driven society.	Compare and contrast a Jataka tale's message with a parable from Christianity studied in previous years.	Analyse a specific quote from the Dalai Lama, interpreting its philosophical and sociological implications.	Write a persuasive speech from the perspective of a Buddhist addressing world leaders on climate change.	Compare the Buddhist practice of meditation with the Christian practice of prayer. How are they similar and different?