

Religious Education (Lancashire Agreed Syllabus)

Expected standards: Buddhism

Buddhism should be taught as part of the Key Stage 2 RE curriculum. Although it is not one of the 'progressed' areas of study, pupils should still be provided with opportunities to develop their skills in RE and their wider knowledge and understanding of religion and belief through a study of Buddhism.

	content	• know the story of how Prince Siddhartha Gautama became the Buddha • analyse the beliefs and values contained within this story (including the Four Noble Truths) • explain how the life and teachings of the Buddha might impact on the beliefs, values and practices of Buddhists today – and how this differs between Buddhist monks and lay people	•	•	•
Y6: Is life like a journey?	RE skills	• analyse beliefs, teachings and values and how they are linked • explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • explain the impact of beliefs, values and practices – including differences between and within religious traditions	• use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • explain differing ideas about religious expression	• consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • discuss how people change during the journey of life	• raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • develop own views and ideas in response to learning • demonstrate increasing self-awareness in their own personal development
Y5: Where can we find guidance about how to live our lives?	RE skills	• make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • explain the impact of beliefs and values – including reasons for diversity	• explain differing forms of expression and why these might be used • describe diversity of religious practices and lifestyle within the religious tradition • interpret the deeper meaning of symbolism – contained in stories, images and actions	• explain (with appropriate examples) where people might seek wisdom and guidance • consider the role of rules and guidance in uniting communities	• discuss and debate the sources of guidance available to them • consider the value of differing sources of guidance
Y4: How should we live our lives?	RE skills	• describe what a believer might learn from a religious teaching/story • make links between ideas about morality and sources of authority	• describe the impact religion has on believers' lives • explain the deeper meaning and symbolism for specific religious practices	• consider the range of beliefs, values and lifestyles that exist in society • discuss how people make decisions about how to live their lives	• reflect on their own personal sources of wisdom and authority
Y3: Who should we follow?	RE skills	• show awareness of similarities in religions • identify beliefs and values contained within a story/teaching • identify the impact religion has on a believer	• identify how religion is expressed in different ways • use religious terms to describe how people might express their beliefs	• describe how some people, events and sources of wisdom have influenced and inspired others	• in relation to matters of right and wrong, recognise their own and others' values • discuss own questions and responses related to the question 'who should we follow – and why?'
		knowing about and understanding religions and worldviews		expressing and communicating ideas related to religions and worldviews	

Lancashire Field of enquiry	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
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