

YEAR GROUP: 6



**Religion and the individual:
How do people follow the guidance of their religion?**

Christians and Buddhists

**Religious Education:
Support for Schools in Telford and Wrekin from SACRE**

TITLE OF UNIT

Religion and the individual: Christians and Buddhists
How do people follow the guidance of their religion?
Year 6

ABOUT THIS UNIT:

In this unit pupils gain a knowledge and understanding about Christian and Buddhist teaching on behaviour and action. They develop their understanding that Christians base their behaviour on the teaching of Jesus and the guidance of the church. They build up their learning about the ways in which Buddhists try to follow the teaching and example of the Buddha. Through exploring some Christian and Buddhist teachings and stories pupils develop their understanding that beliefs affect action and behaviour.

They build upon their understanding of the links between their own attitudes and behaviour and religious values by developing their ability to ask questions about the basis for moral choices and decisions, and how Christian or Buddhist values may offer a basis for morality.

An overview of the unit

This unit uses material from Christian and Buddhist sources to enable pupils to discuss and consider issues of good and bad, right and wrong for themselves. They will be challenged to express, with reasons, what they think are good principles to live by.

Estimated time for this unit (in hours): Usually 8-10 hours of teaching time

Where this unit fits in:

This unit will help teachers to build good practice in RE by providing opportunities for moral development through learning about the moral teachings of two religions. It has important community cohesion dimensions, enabling children to think about their own responses to dilemmas and the decisions they make.

Issues of continuity and progression

This unit builds upon prior learning about Buddhism by developing the pupils' skills in applying ideas for themselves and working with similarities and differences in moral teaching. It develops learning from earlier work on Christianity as well, particularly connecting to learning about the impact of Christianity in the world today. This unit enables pupils to make progress particularly by using challenging dilemmas to explore the meaning of commitment.

KEY STRANDS ADDRESSED BY THIS UNIT


- knowledge and understanding of religious practices and lifestyles } AT1
- *skill of asking and responding to questions of values and commitments.* } AT2

ATTITUDES FOCUS

This unit promotes attitudes of:

- **Self-awareness** through enabling pupils to explore their own values and the values of others
- **Respect for all** through considering the different ways we have of deciding what is good and bad
- **Open-mindedness** by using dilemmas, especially moral dilemmas, to explore values

| Prior learning | Vocabulary | Resources |
|--|---|--|
| <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> ▪ Had opportunities to consider moral questions and dilemmas in literacy or RE; ▪ Used the strategy 'Conscience Alley', which is adapted here for RE purposes. ▪ Got used to handling different views in RE lessons. ▪ An understanding of how rules for living are developed ▪ An understanding of what influences moral values and choices | <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>General religious vocabulary: Moral choice Right and wrong Good and Bad Rules Moral values Reflection Dilemmas</p> <p>Christianity: Bible, New Testament, beliefs, love, neighbour, forgiveness.</p> <p>Buddhism: Precepts Enlightenment Compassion Awareness</p> | <p>Texts: Books for teachers</p> <ul style="list-style-type: none"> ▪ Developing Primary RE: Faith Stories and Special Times, RE Today, ed. Mackley ▪ Exploring a theme in Primary RE: volumes on Codes for Living and Beliefs in action (edited by Joyce Mackley, from RE Today) ▪ Opening Up Christianity, Opening Up Respect, Opening Up Community (ed. Fiona moss) from RE Today. ▪ RE Ideas Christianity (Ed. Draycott, RE Today) <p>Artefacts: religious artefacts are available to purchase from: Articles of Faith (Tel: 0161 763 6232) Religion in Evidence (Freephone 0800 137525)]</p> <p>Web:</p> <ul style="list-style-type: none"> ▪ www.lbc.org.uk is the website of the FWBO's London Buddhist Centre. It includes a long video, the first few minutes of which are usable with pupils in Y5/6. ▪ www.clear-vision.org is the website of the Clear Vision Trust, a Buddhist educational resource provider. Stories, video and interactive ideas from this site are useful in this unit. ▪ Many interesting resources can be found at: www.buddhanet.net ▪ A quirky and fun Buddhist site: www.dharmathecat.com ▪ For downloadable artefacts pictures and line drawings: http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/Grappics/Images ▪ A useful multi-religious site is www.devon.gov.uk/dcs/re/places/index.html <p>CD Rom / DVD Water, Moon, Candle, Tree and Sword (Channel 4 Learning) includes a very useful programme about the Buddha. Animated World Faiths (Channel 4 Learning) Programmes 3 and 4 in the 'Quest' series www.channel4.com/learning Christians: The life of the local church. Interactive CD Rom (from REACY Multimedia; 256 Western Rd,, Sheffield, S10 1LF Tel: 0114 2680365</p> |
| <p>The unit enables pupils to develop:</p> <ul style="list-style-type: none"> ▪ Spiritually by reflecting on self-awareness. Asking the question, 'Who influences my choices about good and bad, right and wrong?' ▪ Morally by exploring the influence of family, friends, and how society is influenced by beliefs, teachings and guidance from religious leaders and scriptures. ▪ Socially by considering how religious and other beliefs lead to particular actions which may have good or bad consequences for other people | | |

| EXPECTATIONS | |
|--|---|
| At the end of this unit: | |
| Nearly all pupils will be able to (L3): | <ul style="list-style-type: none"> ▪ Describe the importance of the example of Jesus for Christians and the example of the Buddha for Buddhists. ▪ Make links between religious beliefs, commandments, precepts and behaviour ▪ Describe how values and commitments affect the way that Christians and Buddhists lead their lives; ▪ Make links between their own values and commitments and the religious teachings they have studied. |
| Most pupils will be able to (L4): | <ul style="list-style-type: none"> ▪ Ask good questions of their own about right and wrong and suggest answers that show an understanding of moral and religious issues. ▪ Apply ideas like ‘forgiveness’ ‘compassion or ‘awareness’ to dilemmas which they face in a role play ▪ Recognise similarities and differences in Christian and Buddhist teachings such as the 5 Precepts and the Ten Commandments. |
| Some pupils might be able to (L5): | <ul style="list-style-type: none"> ▪ Explain key teachings of Christianity about making choices about right and wrong; ▪ Explain key teachings of Buddhism about making choices about right and wrong; ▪ Explain their own views of similarities and differences between Christian and Buddhist accounts of good and bad behaviour. ▪ Give reasons for their own views about some moral dilemmas |
| ASSESSMENT SUGGESTION | |
| <ul style="list-style-type: none"> ▪ Explore some dilemmas with the strategy ‘Reflection Alley’ (See the last two lessons in the teaching and learning section of this unit for details) ▪ Dilemmas can be used to enable pupils to show their skills in applying moral teaching. Here are two examples, but the teacher could easily create some more. Sometimes it’s good to use adult examples, as they help the learners to take a mature look. That’s the approach taken here. <ol style="list-style-type: none"> 1. A Buddhist person in Telford has a family of three small children. She is a mum on her own. Feeding her family is hard, because the job she has does not pay very well. She is offered a new job, but it is at a butcher’s shop. She is a vegetarian, and never kills animals herself: being compassionate is a part of the Buddhist path. Should she take the better paid job for the sake of her children? The Buddha said: Do no harm. Avoid all killing. Practice compassion. Live for the wellbeing of those near to you. 2. A young Christian person who lives in Telford has a flatmate who has taken / stolen some of his money twice before (and not paid it back). One day he comes home and finds his flatmate has done it again. ‘Oh, I’m really sorry’ says the flatmate ‘I was desperate for cash. I’ll pay you back next week. Please forgive me.’ The Christian is not sure what to do. Jesus said: forgive your enemies and do good to those who do you wrong.’ ▪ To gather evidence of achievement, ask pupils to write about ‘Reflection alley’, responding to these questions: <ol style="list-style-type: none"> 1. What is reflection alley? 2. How did it work in your classroom? 3. What did you like about it? 4. What did you learn from it? 5. Why do Christians try to forgive? 6. Why do Buddhists try to be compassionate? <p>A writing frame may help pupils to record their learning here. Pupils whose literacy skills in writing are behind their thinking skills may benefit from a ‘speak and listen’ approach to this task, working with an adult in a small group discussion on the 6 questions.</p> <p>Higher achieving pupils might express responses at level 5 if given the opportunity to do so. They could be asked to write some dilemmas of their own, and some alternative outcomes from the different choices people might make.</p> | |
|  | |

| Key questions | LEARNING OBJECTIVES Pupils should learn: | TEACHING AND LEARNING | LEARNING OUTCOMES Pupils: | POINTS TO NOTE |
|---|---|--|--|--|
| <p>How should we live?</p> <p>How should we choose what is right rather than what is wrong?</p> | <ul style="list-style-type: none"> ▪ that we all make decisions about how we will live ▪ that we make our own choices based upon our beliefs and values ▪ that Jesus gave two sayings which Christians try to follow in life | <p>What is right and what is wrong? How do we choose?</p> <ul style="list-style-type: none"> ▪ Read or tell a story that contains a moral dilemma, and which ends without a decision having been made. ▪ A film clip from Disney movies of temptation faced (e.g. Simba leading Nala astray in the Lion King) is a good one for introducing this topic in discussion. ▪ In pairs, ask the children to discuss what should be done in the story and then share their thoughts with the class. How did you make up your mind about what to do? How did you reach a decision? Divide the children into groups to discuss what they might base their decision upon and then share ideas with the class. ▪ Ask if there are any rules that they could follow to help them make up their mind. Introduce a belief about action related to the story: If you shared this belief, how would it affect the choice you made? Example s might include: 'I believe you should always do the most compassionate thing you can' or 'I believe that love for my neighbour is as important as love for myself.' (The unit returns to these ideas later) | <p>Describe some examples of what is right and wrong (L3)</p> <p>Make links between actions and consequences (L3)</p> <p>Show that they understand that decisions about good and bad behaviour are difficult decisions (L4)</p> <p>Apply their own thinking to some dilemmas and the consequences of doing a bad action (L4)</p> | <p>Moral education and RE share much common ground. What makes this work good RE is just as much about learning about Christian and Buddhist ethics as it is about enabling pupils to reflect on their own values.</p> |

| | | | | |
|--|--|--|---|---|
| <p>What did the Buddha teach his followers about how to live?</p> | <ul style="list-style-type: none"> ▪ that the Buddha gave his followers Five Precepts to live by ▪ What following the Five Precepts means in action ▪ How precepts are taken on voluntarily by Buddhists ▪ That the precepts relate to Buddhist virtues of compassion and awareness. | <p>What is the dhamma of the Buddha?</p> <ul style="list-style-type: none"> ▪ The Buddha’s teaching is known as the Dhamma (sometimes spelled ‘dharma’). Explore the Buddha’s teaching of Five Precepts, by which Buddhists refrain from (don’t do):- <ul style="list-style-type: none"> ○ Harming or killing any living things ○ Taking what is not given to them ○ Being over-indulgent (with regard to sex) ○ Using wrong speech (e.g hatefull or untrue words) ○ Taking drugs or drink ▪ Build up understanding of the idea of ‘Compassion’. Tell the story of Kisagotami and the Mustard Seed, and look at some images of the Buddha that express compassion. ▪ Look at each one in turn, and note that it could be expressed positively: <ul style="list-style-type: none"> ○ Respect all life ○ Be content with what you have ○ Love your partner ○ Speak kindly and truthfully ○ Keep your mind clear ▪ Pupils create cartoons in two panels showing: what happens when people keep these precepts? And what would happen if they were spectacularly broken? (The second panel is meant to be funny) ▪ What would change in our class, or city, if everyone followed the 5 Precepts? Can pupils in pairs list ten ideas? ▪ Pupils debate in pairs the reasons for having moral codes. ▪ Pupils create their own ‘Code for a Better World’ make up their own ideal code of five (or more) moral precepts. ▪ Point out the Buddha’s Precepts have been followed by millions of Buddhists for thousands of years. ▪ Teach pupils about the Four Noble Truths, in which the Buddha taught: <ul style="list-style-type: none"> ○ Life involves suffering ○ Suffering comes from selfish desire and greed, and makes life unsatisfactory ○ Suffering can be stopped by getting rid of selfish desire and greed ○ The way to get rid of selfish desire is to follow the Middle Way, keeping to the Noble Eightfold Path. ▪ Discuss the difference between Precepts (which are voluntarily taken on, and practiced through determination) and rules (which are imposed by someone else). Buddhists choose, every day, to try and follow the Precepts. ▪ Teach pupils that the Buddha is not a God to be worshipped, and that Buddhism has no belief in God. Consider different images of the Buddha and the symbols of teaching they use. | <p>I can recall the five precepts of the Buddha (L2)</p> <p>I can make links between the Precepts and what makes life happy and fulfilling (L3)</p> <p>I can apply my own ideas about what makes life happy and fulfilling to the task of devising precepts myself (L4)</p> <p>I can explain why ‘Precepts’ are different from ‘Rules’ and why I think the Buddha’s Precepts have made such an impact on the world (L5)</p> | <p>Working in pairs and small groups ensures that all pupils have the opportunity to engage with the tasks and make their own contribution .</p> <p>Compassion is a key idea in Buddhist thinking. It means to suffer with those who suffer, and to take action to reduce suffering. It arises from awareness of the sufferings of others.</p> <p>Use ‘Questioning the Buddha’ (at the end of the unit) for this.</p> |
|--|--|--|---|---|

| | | | | |
|---|---|--|---|---|
| <p>What did Jesus teach his followers about how to live?</p> | <p>About the stories and sayings of Jesus that show his followers how to choose good rather than evil.</p> <p>About the ways in which Christians try to follow Jesus' teaching and example</p> <p>To describe, understand and explain the impact of Jesus' teaching and example on the lives of Christian people today.</p> | <p>What did Jesus teach his followers about good and evil?</p> <ul style="list-style-type: none"> ▪ Show the command of Jesus in Luke 6: 31: "Do to others as you would have them do to you." As a class, consider what this statement means. In pairs or small groups, consider whether the rule is a good one to live by. As a class, discuss how it is different from 'Do not do to others what you do not want them to do to you'. In small groups, consider how this command could help the world if everyone followed it. ▪ Then look at Jesus' 'Two Great Commandments' to love God and love your neighbour (Mark 12:28-34). Again, consider the consequences of everybody following these Commands. What is the opposite? What kind of world would come if we all hated God and hated each other? ▪ Ask the pupils to read the story of the sheep and the goats from Matthew 25: 31-40. ▪ Read to the class the traditional Russian tale of Papa Panov, including the words of Christ in the vision, 'Whatever you did for one of the least of these, you did for me'. (There is a nice version at: www.bethanyroberts.com/papapanovspeicalchristmas) ▪ In pairs, ask them to write down the similarities between the story of Jesus and the Russian tale. As a class, compare the similarities. Ask the pupils to work in pairs to decide what the words of Jesus in verse 40 mean. ▪ Drawing on the biblical and other material used in this unit, ask the pupils to write an answer to the question, 'Why and how do Christians help others?' ▪ Ask pupils to make up sentences that begin 'A good follower of Jesus would always...' and 'A good follower of Jesus should never...' Collect thirty from the whole class, and look at them together. | <p>I can list some of the things Jesus taught (L2)</p> <p>I can describe how Jesus taught people, e.g. in stories, by his own example, by giving commandments (L3)</p> <p>I can show that I understand what difference following Jesus might make to a person's choices (L4).</p> | <p>While this section of the unit asks pupils to explore and deduce from the texts some of the things that mattered to Jesus and matter to Christians, this can be supported by the teacher giving information about Jesus' values. Love of enemies, neighbours, and forgiveness of any wrong all mattered to Jesus, and inform the ideals of Christians today.</p> |
|---|---|--|---|---|

| | | | | |
|--|--|--|---|--|
| <p>What can we learn from role playing some situations where things go wrong?</p> | <p>To consider the dilemmas that children of their own age face in choosing between right and wrong, good and bad.</p> <p>To consider how Buddhists and Christians might use the teaching and examples of their religious leaders to help them make decisions and choose good rather than bad.</p> | <p>What helps us to choose right rather than wrong, good rather than bad?</p> <ul style="list-style-type: none"> ▪ Group the children into 5s for a role play. Hand out a different scenario to each of the groups. Examples might include: <ul style="list-style-type: none"> ○ Using another person’s belongings without permission; ○ An unpopular child is bullied; ○ You have something another child, who is not your friend, would like to borrow; ○ Someone the class dislikes wants to join in your game; ○ Your close friends decide to do something you do not think is good ○ One member of the group discovers a secret about someone else, and is tempted to tell others ▪ Ask each group to create a short role play in two scenes. The first scene should finish when the dilemma is at its most intense. The second scene, maybe some time later, will show the consequences of the choice made. ▪ Spend time creating these role plays, with an emphasis on the thoughts about good and bad choices that are involved. Present the ‘Scene 1’ parts of the role play to the class from each group. Talk about the values they have been studying, and ask: What would a follower of Jesus, or a follower of the Buddha do here? What difference would compassion make? What difference would loving your neighbour make? ▪ Ask pupils to enact ‘scene 2’ where the consequences of the choice become clear. ▪ After the role play, ask the groups to discuss the main differences between the scenes. Explore how the characters felt in each role play, considering the feelings and thoughts of the ‘victims’ as well as those of the protagonists. Discuss, in the groups, the difficulties faced in making a moral decision, and perhaps going against their peer group. What difference does it make if you apply the teachings of Jesus, or the teachings of the Buddha? | <p>I can describe why it is hard to decide to do good sometimes (L3)</p> <p>I can make links between moral ideas from Buddhism and Christianity and my own ideas (L3)</p> <p>I can apply ideas like ‘good and bad’ or ‘consequences’ to a dilemma (L4)</p> <p>I can understand why it is hard to decide to do good and understand temptation (L4)</p> | <p>The use of a secular situation gives the pupils the opportunity to apply a Christian principle to a moral problem. It enables them to understand that Christian principles can be seen to be practical in that they can be applied to situations and that they can result in improving the situation.</p> |
|--|--|--|---|--|

| | | | | |
|--|---|--|--|---|
| <p>What can we learn from moral dilemmas?</p> <p>How might a Buddhist and a Christian advise a person who faces a moral dilemma?</p> | <p>From the strategy 'reflection alley', pupils learn to think more deeply about decisions and dilemmas.</p> <p>Pupils participate thoughtfully in the drama strategy, taking increasing account of the different aspects of moral reasoning that come from other pupils and from religious teachings.</p> <p>Pupils are enabled to write reflectively about moral dilemmas for themselves, taking account of the difficulty of choosing right rather than wrong.</p> | <p>What can we learn from walking 'reflection alley'?</p> <ul style="list-style-type: none"> ▪ Reflection alley is a simple to use drama technique that enables many pupils to participate simply in a powerful drama scenario. ▪ Set up an alleyway in the classroom – in between some tables is good. Ask a volunteer to think about a dilemma. Ask 4 pupils to come to the tables on one side and four on the other to offer advice to the pupil facing the dilemma, for and against. The volunteer walks 'reflection alley' asking a person on each side in turn for their advice. They may ask supplementary questions too. At the end, they have a minute to think about their decision, and can then explain to the rest of the class what they would do and why. ▪ The strategy is a good way of interpreting a story, for example the story of the 4 Sights of the Buddha, and his decision to leave his pleasure palace in pursuit of the truth about suffering. ▪ Many different dilemmas can be used, but here are two examples, as they help the learners to take a mature look. <ol style="list-style-type: none"> 1. A Buddhist person in London has a family of three small children. She is a mum on her own. Feeding her family is hard, because the job she has does not pay very well. She is offered a new job, but it is at a butcher's shop. She is a vegetarian, and never kills animals herself, being compassionate is a part of the Buddhist path. Should she take the better paid job for the sake of her children? 2. A young Christian person who lives in London has a flatmate who has stolen his money twice before. One day he comes home and finds his flatmate has done it again. 'Oh, I'm really sorry' says the flatmate 'I was desperate for cash. I'll pay you back next week. Please forgive me.' The Christian is not sure what to do. ▪ If you want an assessment task for this unit, then ask pupils to write about 'Reflection alley', responding to these questions: <ol style="list-style-type: none"> 1. What is reflection alley? 2. How did it work in your classroom? 3. What did you like about it? 4. What did you learn from it? 5. Why do Christians try to forgive? 6. Why do Buddhists try to be compassionate? ▪ A writing frame may help pupils to record their learning here. | <p>I can identify what makes some questions about good and bad hard to answer. (L2)</p> <p>I can connect the identity of a Buddhist or a Christian to the values they try to live by. (L3)</p> <p>I can apply moral ideas from Christian and Buddhist sources to problems and dilemmas for myself (L4)</p> <p>I can explain some different ways that religion has an impact on behaviour, discussing similarities and differences (L5)</p> | <p>This unit does not require formal assessment, but the teacher can use this task to gather evidence of achievement as appropriate.</p> <p>It is possible to reverse the order of the last two lessons, as this may enhance the overview of religious teachings that pupils have for their written work.</p> |
|--|---|--|--|---|



Reflection Alley – a great way to explore dilemmas dramatically

| | | | | |
|---|--|---|--|---|
| <p>What values are most important to me and where do they come from?</p> | <p>To apply the key concepts from the teaching of Jesus and of the Buddha for themselves.</p> <p>To use concepts like 'love your neighbour', 'compassion' 'awareness' and 'forgiveness' in moral discussion.</p> | <p>What can we learn from the Buddha and from Jesus about choosing good and right things in life?</p> <ul style="list-style-type: none"> ▪ Discuss with pupils the idea that you don't have to be a Buddhist to learn from the Buddha, and you don't have to be a Christian to learn from Jesus. Can elements from within religion be applied to situations they experience in their own lives? ▪ Recap on the teachings of the Buddha and of Jesus dealt with so far. ▪ This lesson gives the children the opportunity to apply some of what they have learnt in a 'real-life' situation. It takes the application of Buddhist or Christian values out of the theoretical area of stories and words into how these principles may be applied in life. ▪ Ask pupils to share with one chosen partner a regret they have. It can be something small, but may be something bigger. Teachers may like to illustrate this from their own experience: children are often very open to learning that is personal from their teachers. ▪ Ask pupils to talk in pairs about what advice they think the Buddha or Jesus would have for them, with regard to the thing they regret. ▪ If you want a dramatic conclusion to the lesson, ask pupils to write one word on a piece of paper that sums up their regret, and fold it so no one else can see it. Then they can put the piece of paper through the shredder. Talk to the pupils about the value of confidentiality, and the idea of 'closure' – putting regrets behind us. Buddhism and Christianity both offer this possibility to their followers. ▪ Is it good to leave our bad decisions behind us? How and why can we do this? | <p>I can respond sensitively to the values of Jesus and / or the Buddha (L2)</p> <p>I can make links between decisions I make and the teachings of the religious leaders (L3)</p> <p>I can apply ideas like Compassion or Forgiveness for myself, showing that I understand the impact of religion on choices for some people (L4)</p> | <p>Sensitivity is required for this work: teachers who know their class will make special space for children for whom this discussion may be painful or particularly difficult. It is meant to be a challenging discussion for any pupil.</p> |
|---|--|---|--|---|

Lat Blaylock, RE Today 2013 ©

Questioning the Buddha

The Dharma School in Brighton is the only Buddhist primary school in the country. Children from different backgrounds attend the school, but it is run along Buddhist principles. Susie Negus, who teaches 9-11s there, helped us to get the children thinking. We asked them to imagine an interview with the Buddha himself, and to think of both the questions they would like to ask, and the answers they thought the Buddha would give. Here it is.

Ben: What's your favourite food?

Buddha: A nice bowl of rice.

Ben: Are you a vegetarian?

Buddha: Not quite! If someone offers me some meat, then I would take it, as long as it has not been killed just for me.

Lena: How did you become a Buddha?

Buddha: I meditated for ages about the suffering in the world, and then I became enlightened.

Robin: Can you levitate as well?

Buddha: No, I can't do that. It's not magic to be a Buddha!

Dulcie: Why do you shave your head?

Buddha: Because I don't want to be a show off (about my hairstyle, for instance).

Fred: What's the point of shaving the head though?

Buddha: My monks shave their heads to show that they would do anything for me, and that they don't care about being beautiful. Appearances aren't very important.

Fred: Do you miss your old life as a prince?

Buddha: Yes, I do. I specially miss my loved ones a lot.

Scarlet: What made you want to be enlightened?

Buddha: I thought it would be a better life to live.

Lauren: How did you find the truth for yourself?

Buddha: I looked deep into my own heart.

Georgia: How do you meditate without losing concentration?

Buddha: I don't think about anything at all.

Scarlet: Do you like meditation?

Buddha: Yes, I do: it makes me calm.

Georgia: Do you love everyone?

Buddha: Yes, I love everyone with loving kindness. Buddhists call this 'metta'

Scarlet: Are you pleased that you have changed other people's lives?

Buddha: Yes, because I've made people think more about others.

Alfie: What happens when you die?

Buddha: You will be reborn!

Dillan: Why do people suffer?

Buddha: It's because of changes like old age, sickness and death, and also people miss their loved ones.

Lauren: Do you still suffer?

Buddha: Yes, I do. But I just notice it happening now, I don't let it get to me.

Lauren: Were you unsettled by your life changing strongly?

Buddha: Yes I was. It was hard, but it was for a good cause, a good reason.

Sam: Why is there so much suffering and war in the world?

Buddha: Because everything changes. People fight for land, or they may even think it's fun to fight. They don't understand each other.

Rosie: Do you enjoy being yourself?

Buddha: Yes I do. It feels good.

Rosie: Do you think one day lots of people will follow your path?

Buddha: Hopefully they will.

Millie: What made you want to be the Buddha?

Buddha: I wanted to help people.

Ciaran: What is the meaning of life?

Buddha: Figure it out for yourself!

In the classroom (after some learning about the Buddha's life and teaching):

- Take some copies of this interview and ask a group of good readers to perform it, with one as the Buddha in the hotseat.
- Ask the rest of the class to ask some more questions, and get the hotseated child to attempt some answers.
- Discuss whether the answers the children from Dharma school gave are good guesses: there aren't really any correct answers in this activity, but plenty could be wrong!
- Ask pupils to repeat this activity, but with a key figure from another religion: what would they like to ask Moses, Jesus or Guru Nanak? How would the leader reply?