

Acquiring Religious Education Autumn 2

Kathina is a celebration held in October or November after Vassa, the Rains Retreat, which is sometimes known as the Buddhists Lent. Buddhist monks stay in a vihara or monastery during the rainy season in Asian countries and spend time studying the Dharma (Buddha's teaching) and meditating. During Kathina, members of the local community give a new robe to the monks who have completed the Rains Retreat. The monks then decide which of them will receive the robe. Many Buddhists believe that giving a new robe is merit-making and will earn them good karma in their next life. The story of Kathina can be found in ancient Buddhist scriptures. The ceremony is named after the sewing frame that monks and nuns would use to create new robes.

	Lesson title	Key knowledge	SMSC Opportunities
Lesson 1	The life of a Buddhist monk	- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. - Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	 
Lesson 2	Brother William	- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. - Sense enjoyment and fascination when learning about themselves, others and the world around them.	 
Lesson 3	3 months of rain	- Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. - Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	 
Lesson 4	Vassa, the Rains Retreat	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.	 
Lesson 5	Story of Kathina	- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. - Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.	  
Lesson 6	Kathina today	- Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. - Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.	 

Lesson 7	Dalai Lama	• Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. • Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.	 
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Week 1					Key terms: Asia, Buddhist, Christian, community, Dalai Lama, Dharma, generosity, Kathina, meditation, monastery, monk, nun, retreat, rove, spiritual, ten precepts, Vassa.				
Lesson 1	Mastery Content	Lesson Objectives: • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Key Skills: • Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Optional coverage:		Lesson Guide	Ask the children to look at a variety of sources about Buddhist monks including videos and books/fact sheets. Create a mind map (one colour) of the monks life, including information such as clothes, food, daily life, rules, life in the monastery and the Sangha. Note: Sources to provide include The life of a Buddhist monk picture cards, the Eight Requisites, the Ten Precepts and a variety of images showing meditation, almsgiving and worship. Make the children aware that Buddhist women and children can also join the Sangha. Buddha declared that women could be nuns and boys as young as seven could enter the monastery as novice monks.		Resources	Book about Buddhist monks	

Week 2

Key terms: Asia, Buddhist, Christian, community, Dalai Lama, Dharma, generosity, Kathina, meditation, monastery, monk, nun, retreat, rove, spiritual, ten precepts, Vassa.

Lesson 1

Mastery Content

Lesson Objectives:

- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Key Skills:

- Sense enjoyment and fascination when learning about themselves, others and the world around them.

Optional coverage:

Lesson Guide

Read *Brother William's Year: A monk at Westminster Abbey* by Jan Pancheri then ask the children to compare Brother William's life to the life of a Buddhist monk. Use the mind maps that were created last week and add to them in a different colour. Use headings, such as clothes, food, work, daily life, monastery building, rules, retreat and beliefs to focus the children's thinking. Share ideas then ask 'Is the life of a Christian monk similar or different to the life of a Buddhist monk?'

Note: Brother William's Year is set in 1383 but there are thriving Christian monasteries in the UK today. Why not explore the website of [Ampleforth Abbey](#) in North Yorkshire to find out about the lives of Christian monks today?

Resources

Week 3

Key terms: Asia, Buddhist, Christian, community, Dalai Lama, Dharma, generosity, Kathina, meditation, monastery, monk, nun, retreat, rove, spiritual, ten precepts, Vassa.

Lesson 1

Mastery Content

Lesson Objectives:

- Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

Key Skills:

- Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Optional coverage:

Lesson Guide

Ask the children how they feel at wet playtimes. Do they like being inside? What do they do? What are the good and bad points of wet playtime?

Explain that the children are going to learn about the Buddhist festival Kathina, which happens after the rainy season in some Asian countries. Tell the children that the rainy season lasts for three months then ask 'Would you like to have three months of wet playtimes? What would you do all day? How would you cheer yourselves up?'

Watch a video about the three months of rain in many Asian countries.

Resources

Week 4

Key terms: Asia, Buddhist, Christian, community, Dalai Lama, Dharma, generosity, Kathina, meditation, monastery, monk, nun, retreat, rove, spiritual, ten precepts, Vassa.

Lesson 1

Mastery Content

Lesson Objectives:

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Key Skills:

- Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.

Optional coverage:

Lesson Guide

Remind students of the rainy season in Asian countries then explain that Buddha asked all Buddhist monks to stay in their monasteries during the three-month rainy season. Ask the children ‘What do you think Buddhists monks would do for three months during the rainy season?’ Explore a Buddhist retreat centre website together and find out what a retreat is like then ask the children to plan a retreat for their own beliefs and interests. At the end of the session, share the retreat ideas then explain that many religions hold retreats. Ask the children ‘Why do people of many different religions go on retreat? How might a retreat affect someone’s faith? Does everyone need quiet and space to think?’

Note: There is a very good reason why Buddha asked the monks to stay in one place during the rainy season. Staying put ensured that the monks didn’t squash any creatures brought out of the soil by the rain so that they didn’t break the first precept, which is ‘Do not harm living things’.

Resources

Week 5

Key terms: Asia, Buddhist, Christian, community, Dalai Lama, Dharma, generosity, Kathina, meditation, monastery, monk, nun, retreat, rove, spiritual, ten precepts, Vassa.

Lesson 1

Mastery Content

Lesson Objectives:

- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Key Skills:

- Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.

Optional coverage:

Lesson Guide

Tell the story of Kathina, then ask 'Why do you think the monks wanted to spend the Rains Retreat with Buddha? How do you think they felt when they couldn't reach their teacher? Is being generous good for you?'
During Kathina, members of the local community show generosity to the Buddhist monks and nuns by presenting them with gifts of food and new robes. Now it's your turn to think about generosity.

1. What does the word generous mean?
2. What might someone do if they were being generous?
3. Why do you think Buddhists practise generosity?
4. Is giving money the only way of being generous?
5. Do you think it is easy or hard to be generous?
6. Have you ever been generous?

Ask the children to write down five generous acts that they could do over the next week. It might be as simple as 'Smile at other people' or specific, such as 'Read a bedtime story to my little brother.' Ask the children to do each activity and feed back the outcomes at the end of the week. Ask 'Did generosity make you happy?'

Resources

Week 6

Key terms: Asia, Buddhist, Christian, community, Dalai Lama, Dharma, generosity, Kathina, meditation, monastery, monk, nun, retreat, robe, spiritual, ten precepts, Vassa.

Lesson 1

Mastery Content

Lesson Objectives:

- Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.

Key Skills:

- Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.

Optional coverage:

Lesson Guide

Explain that Kathina is still celebrated today and share images, video clips and written sources that describe the celebration. Ask the children to imagine they are a Buddhist monk who has been on retreat and taken part in a Kathina ceremony. Describe the sights, smells and sounds of the event and the generosity of the members of the local community.

Note: After Vassa, monks come out of the monasteries and members of the local community give generous gifts of food and new robes to say thank you for the help and guidance the monks have given them. Buddha taught that generosity had to be practised. Many Buddhists believe that as well as practising generosity, giving food and alms to monks will help them gain merit and good karma in this life, which will lead them to a better life after they die.

Resources

Images, video clips and written sources about modern Kathina celebrations

Week 7

Key terms: Asia, Buddhist, Christian, community, Dalai Lama, Dharma, generosity, Kathina, meditation, monastery, monk, nun, retreat, robe, spiritual, ten precepts, Vassa.

Lesson 1

Mastery Content

Lesson Objectives:

- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Key Skills:

- Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.

Optional coverage:

Lesson Guide

Explain that the most famous Buddhist monk today is the Dalai Lama, the spiritual leader of Tibet. Provide a fact pack with snippets about his life, photos, quotes and people's experience of meeting him. Ask the children to use the evidence to answer questions, such as 'Who is the Dalai Lama? What does he do? Why is he seen as an important spiritual leader?' Feedback findings and ideas.

Note: The book, *The Dalai Lama* by Cath Senker contains plenty of background information about the Dalai Lama's life, beliefs, work and campaigns.

Evaluation questions for topic

- What is the life of a Buddhist monk like?
- What do you think Buddhist monks enjoy about their lives?
- Why is the story of Kathina important to Buddhists?
- Why do members of the local community give generous gifts of food and robes to the monks?
- Who is the Dalai Lama and how does he influence Buddhists today?
- How is the life of a Christian monk the same or different to the life of a Buddhist monk?

Resources

Fact pack about the Dalai Lama