

Year 5 Unit Religious diversity - happiness 2.4a  
Week 1

date

Learning to explore the purpose of life

Remember to

Work well as a group.

Present your dance with creativity.

Think carefully about your happiness.



You could invent, design or create one thing?

## Glossary

<u>new word</u>	<u>picture</u>	<u>What does it mean?</u>
Siddhartha Gotama		was the Indian spiritual teacher who founded Buddhism.
humanist		is a philosophical and ethical stance that emphasizes the value and agency of human beings
<u>enlightenment</u>		is when a Buddhist finds the truth about life and stops being reborn
<u>Buddhism</u>		is a tradition that focuses on personal spiritual development.

## The lesson



What is the point  
of being alive?

What makes you happy? If Snoopy has a happy dance, what would your happy dance be?

## The levels of challenge

As groups make a happy dance with pauses with each child saying their happy place or thing.

Circle and row to dance  
Just happiness.





### What have we learnt?

WTS: Can you identify different beliefs about happiness in religious/non-religious traditions?

EXS: Can you make connections between key practices and the teachings of the chosen religious/non-religious traditions suggesting reasons for diverse views?

GDS: Can you identify significant beliefs of Humanist?

### Big thoughts..

### Skills practised..

Year 5 Unit Religious diversity - happiness 2.4a  
Week 2

date

Learning to write a recipe for happiness.

Remember to

Look at the features of a recipes.


Think about what makes you happy.

Write to up in the correct layout using  
imperative verbs.



You had thirty seconds on live worldwide TV?

## Glossary

<u>new word</u>	<u>picture</u>	<u>What does it mean?</u>
Siddhartha Gotama		was the Indian spiritual teacher who founded Buddhism.
humanist		is a philosophical and ethical stance that emphasizes the value and agency of human beings
<u>enlightenment</u>		is when a Buddhist finds the truth about life and stops being reborn
<u>Buddhism</u>		is a tradition that focuses on personal spiritual development.

### The lesson

You can use art / poetry / reflective writing to write about a time when they you were very happy, or what they think would make them happy.

Or you could look at a recipe and explore the features.

What might a recipe for happiness look like?

What would the ingredients be?

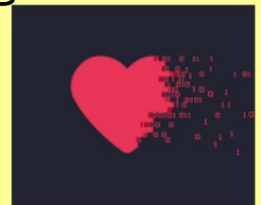
In what proportions?

Ask the class to write their own recipe for happiness.

If your school was going to start happiness lessons, what do you think they should be like? What form would the lessons take?

What would the lesson content be?

How could you assess whether the class were happier at the end of the lesson?



## Ingredients

- 175g (6oz) margarine or softened butter
- 175g (6oz) caster sugar
- 3 large eggs
- 175g (6oz) self-raising flour, sifted
- 1tsp baking powder
- 1tsp vanilla extract
- pinch of salt

## Method

- 1 Heat the oven to 180°C (gas mark 4). Lightly grease an 18cm (7in) round cake tin with a little extra butter or margarine and cut a piece of greaseproof paper or non-stick baking parchment to fit the base of the tin.
- 2 Put all the ingredients into a large mixing bowl and beat with a wooden spoon or a hand-held mixer for 1 minute, or until just combined. It's important not to beat the batter too much - just long enough to make it smooth.
- 3 Pour or spoon the mixture into the tin, smooth the top and bake on the middle shelf of the oven for about 45-50 minutes. The cake is cooked when it looks well risen and golden; the top should spring back when lightly touched with a fingertip. Another test is to insert a skewer into the centre of the cake - it should come out clean.
- 4 Let the cake sit in the tin for 5 minutes, then gently run a knife around the edge and turn the cake out onto a wire rack to cool. Serve dusted with icing sugar.

## Tip

If the idea of being able to bake sounds tempting but a little scary, this is the perfect cake for you. It's infinitely variable and incredibly easy to make. Simply place all the ingredients in a bowl and beat until combined. You can mix with a wooden spoon, a hand-held electric mixer or by using the pulse action of a food processor.



Draw a recipe of happiness with key words.

Draw a recipe of happiness with key words with a list of ingredients.

Write a recipe using your checklist.

### Ingredients

- 175g (6oz) margarine or softened butter
- 175g (6oz) caster sugar
- 3 large eggs
- 175g (6oz) self-raising flour, sifted
- 1tsp baking powder
- 1tsp vanilla extract
- pinch of salt

### Method

- 1 Heat the oven to 180°C (gas mark 4). Lightly grease an 18cm (7in) round cake tin with a little extra butter or margarine and cut a piece of greaseproof paper or non-stick baking parchment to fit the base of the tin.
- 2 Put all the ingredients into a large mixing bowl and beat with a wooden spoon or a hand-held mixer for 1 minute, or until just combined. It's important not to beat the batter too much - just long enough to make it smooth.
- 3 Pour or spoon the mixture into the tin, smooth the top and bake on the middle shelf of the oven for about 45-50 minutes. The cake is cooked when it looks well risen and golden; the top should spring back when lightly touched with a fingertip. Another test is to insert a skewer into the centre of the cake - it should come out clean.
- 4 Let the cake sit in the tin for 5 minutes, then gently run a knife around the edge and turn the cake out onto a wire rack to cool. Serve dusted with icing sugar.

### Tip

If the idea of being able to bake sounds tempting but a little scary, this is the perfect cake for you. It's infinitely variable and incredibly easy to make. Simply place all the ingredients in a bowl and beat until combined. You can mix with a wooden spoon, a hand-held electric mixer or by using the pulse action of a food processor.

### What have we learnt?

WTS: Can you identify different beliefs about happiness in religious/non-religious traditions?

EXS: Can you make connections between key practices and the teachings of the chosen religious/non-religious traditions suggesting reasons for diverse views?

GDS: Can you identify significant beliefs of Humanist?

### Big thoughts..

### Skills practised..

Year 5 Unit Religious diversity - happiness 2.4a  
Week 3

date

Learning to explore Humanism

Remember to

Research Humanism

Look at how Humanist understand happiness  
and responsibility



You had to give up one of your 5 senses?


## Glossary

<u>new word</u>	<u>picture</u>	<u>What does it mean?</u>
Siddhartha Gotama		was the Indian spiritual teacher who founded Buddhism.
humanist		is a philosophical and ethical stance that emphasizes the value and agency of human beings
<u>enlightenment</u>		is when a Buddhist finds the truth about life and stops being reborn
<u>Buddhism</u>		is a tradition that focuses on personal spiritual development.

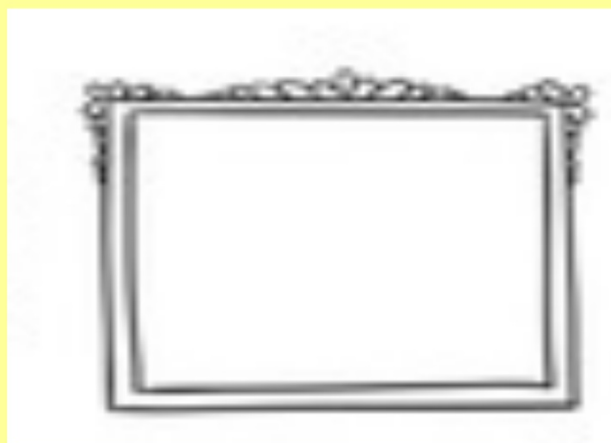
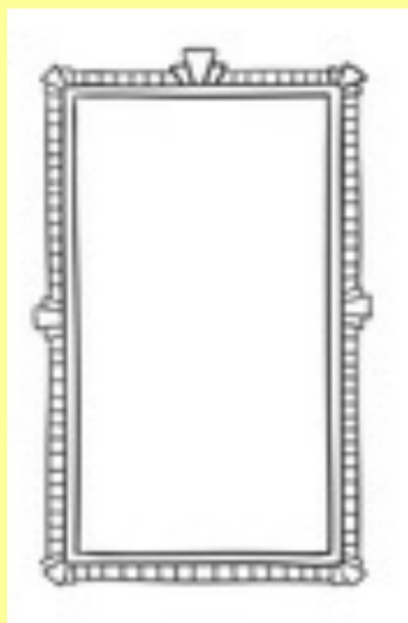
## The lesson

The Humanist logo is called the happy human.



 Watch clip here

*Draw someone happy in 30 seconds.*



*What different views of happiness are there? Do you have to be smiling to be happy?*



Explore what Humanists believe about happiness and responsibility.

What do they believe about God, human life and the world?

Find out about the Humanist society online.

symbols	worship	place to meet	leader(s)	stories
rules	ceremonies	after death	books	

Pupils could design a new symbol for the humanist society reflecting what they have learnt. Write a fact file under subheading.

### What have we learnt?

WTS: Can you identify different beliefs about happiness in religious/non-religious traditions?

EXS: Can you make connections between key practices and the teachings of the chosen religious/non-religious traditions suggesting reasons for diverse views?

GDS: Can you identify significant beliefs of Humanist?

### Big thoughts..

### Skills practised..

Year 5 Unit Religious diversity - happiness 2.4a  
Week 4/5

date

Learning to illustrate how Siddhartha  
Gotama found happiness



Remember to

Retell the story

Use your art skills to illustrate the four sights.

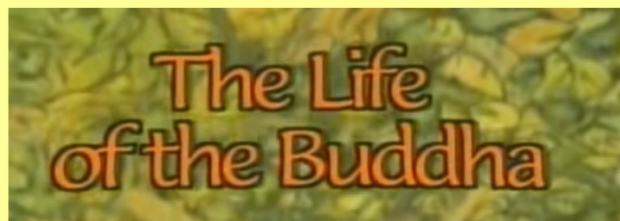


You could choose anyone, alive or dead, to  
go to for advice?

## Glossary

<u>new word</u>	<u>picture</u>	<u>What does it mean?</u>
Siddhartha Gotama		was the Indian spiritual teacher who founded Buddhism.
humanist		is a philosophical and ethical stance that emphasizes the value and agency of human beings
<u>enlightenment</u>		is when a Buddhist finds the truth about life and stops being reborn
<u>Buddhism</u>		is a tradition that focuses on personal spiritual development.

## The lesson

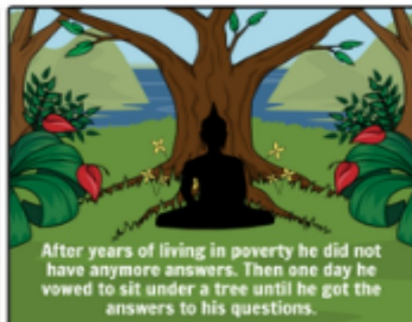
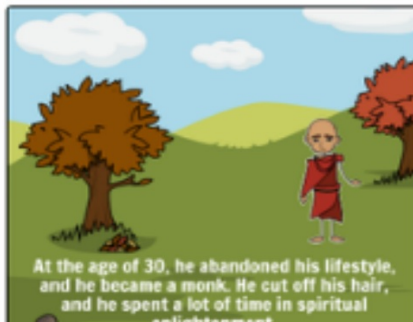
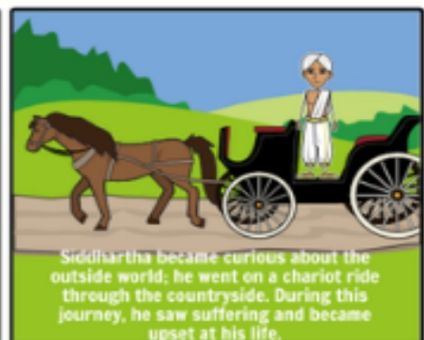


Clip from 33  
seconds to 6  
minutes 28  
seconds!



He had everything he could desire as a young prince yet he wasn't happy.

When he left the palace and saw the four sights he understood the truth about life and how to truly find happiness.



**First Sight - An Old Man** The first thing that Siddhartha saw was an Old Man - weak and frail. This is a major revelation as Siddhartha would have come to the realisation that you are not young, fit and healthy forever. It is something that no one can escape. Suffering is caused by old age because your body becomes weaker and sore and daily tasks may become hard due to this. It is significant because it told Siddhartha that one day he too will become old and not live forever and be able to do everything he wants to do.

**Second Sight - A Sick Man** The second sight was a sick man. After seeing the old man this would also be a shock as Siddhārtha had been sheltered from this and had never come across the concept of people getting sick, ill, helpless and even so ill they die. Suffering is caused by the person being sick and not able to function. Suffering is also caused but the family worrying about this person. This is significant because it shows that illness can affect everyone no matter what your circumstances are.

**Third Sight - A Corpse** The third thing that Siddhartha saw was a corpse on a funeral pyre. This would have been a shock as this would be an awakening that life is not a continuous event.

**Fourth Sight - A Holy Man** After the first three Sights, Prince Siddhartha realises he has been tricked throughout his life. He has been surrounded by luxury, shielded from suffering and true reality by his father. It is the fourth Sight which first awakens him to other possibilities and an escape from suffering.

Pupils could illustrate the story of the Buddha explaining how each sight made him think. Pupils could explore the idea of following the noble eightfold path as the way to achieve happiness

First Sight

What he saw

What he learnt



Second Sight

What he saw

What he learnt



Third Sight

What he saw

What he learnt



Fourth Sight

What he saw

What he learnt

Draw and paint Buddha and with the four sights. Adding thought bubbles of how each sight made him think. You could explore the idea of following the noble eightfold path as the way to achieve happiness

### What have we learnt?

WTS: Can you identify different beliefs about happiness in religious/non-religious traditions?

EXS: Can you make connections between key practices and the teachings of the chosen religious/non-religious traditions suggesting reasons for diverse views?

GDS: Can you identify significant beliefs of Humanist?

### Big thoughts..

### Skills practised..



Year 5 Unit Religious diversity - happiness 2.4a  
Week 5

date

Learning to research similarities and differences between Humanist and Buddhist beliefs.

Remember to

Research to faiths.

Make notes


Use a Venn diagram to show your information.



Aliens offered you a ride in their spaceship?



## Glossary

<u>new word</u>	<u>picture</u>	<u>What does it mean?</u>
Siddhartha Gotama		was the Indian spiritual teacher who founded Buddhism.
humanist		is a philosophical and ethical stance that emphasizes the value and agency of human beings
<u>enlightenment</u>		is when a Buddhist finds the truth about life and stops being reborn
<u>Buddhism</u>		is a tradition that focuses on personal spiritual development.

### The lesson

What similarities and differences are there between Humanist and Buddhist beliefs about God, the world, life and happiness?

Humanism

Buddhism

<https://kids.kiddle.co/Buddhism>

Construct a set of notes/ mind map using the  
ipad to research. Construct your Venn  
diagram.

### What have we learnt?

WTS: Can you identify different beliefs about happiness in religious/non-religious traditions?

EXS: Can you make connections between key practices and the teachings of the chosen religious/non-religious traditions suggesting reasons for diverse views?

GDS: Can you identify significant beliefs of Humanist?

### Big thoughts..

### Skills practised..

Year 5 Unit Religious diversity - happiness 2.4a  
Week 6

date

Learning to write a story to encourage others  
to change unhappiness to happiness.

Remember to

Tell your stories before you write.

Use your checklist.



You could end all wars by killing one innocent person?

## Glossary

<u>new word</u>	<u>picture</u>	<u>What does it mean?</u>
Siddhartha Gotama		was the Indian spiritual teacher who founded Buddhism.
humanist		is a philosophical and ethical stance that emphasizes the value and agency of human beings
<u>enlightenment</u>		is when a Buddhist finds the truth about life and stops being reborn
<u>Buddhism</u>		is a tradition that focuses on personal spiritual development.



### The lesson

Write a story or play to act out causing unhappiness / creating happiness.

Draw upon Buddhist and or humanist ideas.

We can make a list of responsibilities which balance the things we think will make us happy

e.g. I want to play with my friends - I must not interfere with other people who are playing and upset them.

sadness

hapiness

What can we do to turn sadness into happiness?

Paragraph 1: You are only allowed to describe characters and setting. NOTHING HAPPENS

What is the weather like?

What little details can you see?

What are the characters like?

What do your characters love and hate?

YOU have 7 minutes! GO!!!!



Paragraph 2: The thing that made the sad times

WITH SPEECH

Loads of details!!!!

Masses of feeling. I want to sob at the end of this paragraph  
YOU have 7 minutes! GO!!!!



Paragraph 3: The positive change to make a difference.

How do all the character work together?

Loads of detail

Loads of relative clauses to explain objects and people....

YOU have 10 minutes! GO!!!!



#### Paragraph 4: Enlightenment

How the character felt and how it helped them for the rest of their lives.  
YOU have 5 minutes! GO!!!!





### What have we learnt?

WTS: Can you identify different beliefs about happiness in Humanism and Buddhism traditions?

EXS: Can you name key practices and the teachings of the Buddhism and humanism?

(suggesting reasons for their views)

GDS: Can you identify significant believes of Humanist?

### Big thoughts..

### Skills practised..

## END OF UNIT

### ASSESSMENT INFORMATION

WTS: All pupils should be able to identify different beliefs about happiness in religious/non-religious traditions

EXS: Most pupils should be able to make connections between key practices and the teachings of the chosen religious/non-religious traditions suggesting reasons for diverse views

GDS: These pupils should be able to distinguish and describe practices that are of particular significance to a person in the chosen religion and explain why

