



Note about Glossary highlighting. Whilst the Buddha, as a historical character is highlighted **\*Buddha** and found in the Biography section, the terms follower(s) of the Buddha and the Way of the Buddha, are not highlighted, and are used instead of the pejorative terms Buddhist and Buddhism, even though they are commonly used by western members of this community

## The Way of the Buddha

## Key Stage 1

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Demonstrate some understanding of why some books are special
- Demonstrate an awareness of what makes the writings of the **Buddha** special to followers of the Buddha.
  - Name a copy of the writings of the **Buddha** from a picture
- Look at some images of the **Buddha** and hear some stories about his life
- Look at some pictures of how **Bhikkhus** (monks) use and revere the Writings of the **Buddha**, and talk about caring for the books we love

#### Suggested areas of study

- Pupils (and teacher) bring in a special book and discuss why it is special to them
- Pupils to look at and talk about a picture of some writings of the **Buddha** and one other holy book, eg the Bible
- Pupils listen to a story from the life of the **Buddha** that illustrates one teaching of the writings of the **Buddha**
- Class collects ideas of how we show respect, including showing respect for a sacred book: How are the writings of the **Buddha** respected?

#### Links and suggested activities

- Talk about some ways books can be interesting, exciting and make us feel good
- Listen to selected stories from a special book – some stories of the **Buddha**, some **Jataka** tales
- Listen to and discuss stories from the Way of the Buddha
  - Who would you like to talk to from the story?
  - What would you ask?
- Look at pictures of how special books are kept and decorated

#### Skills and attitudes

- Listening
- Appreciation and wonder
- P4C
- Understanding of a different faith

#### Cross curricular links

- Drama
- English
- SMSC

#### Websites and Publications

- Useful Buddhist websites (KS1, 2 and 3) please see page 229
- Useful Buddhist publications (KS1, 2 and 3) please see page 230
- Acronyms used within this section – please see page 230



# The Way of the Buddha

## Key Stage 1

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Talk about places that have special meanings in our own families and communities
- Identify that the **Bodhi Tree** where **Siddhartha Gautama** was enlightened is a special place for followers of the Buddha
- Be aware that the **Vihara** (Buddhist Temple) and Buddhist Centres are both used as places where followers of the Buddha gather to worship
- Begin to understand that followers of Buddha find peace and calmness in coming together at a **Vihara** or Buddhist Centre and recognise that meditation practice is a special part of life for a follower of the Buddha

#### Suggested areas of study

- Pupils talk about special places they visit with their family outside their immediate home environments eg a local community building or church, a place they have been on holiday
- Pupils talk about things made special by historical association
- Discuss the **Vihara** as a special place for followers of the Buddha
- Discuss any special routines and why they are special. Relate this to the specialness of the meditation practices for followers of the Buddha

#### Links and suggested activities

- Pupils discuss why they visit their special place
- Draw or paint a special place and answer the questions
  - What makes a place special?
  - How do these special places make us feel?
- Talk about some basic signs of respect for visiting a **Vihara** eg removing shoes before entry
- Look at a variety of pictures of a **Vihara** and identify some important features, eg statues and images of the **Buddha**, flowers, a singing bowl, other symbols
- Think about times in the day when you have opportunities to be still and quiet. How do you feel?

#### Skills and attitudes

- Speaking
- Listening
- Understanding of a different faith
- Investigation
- P4C

#### Cross curricular links

- Art
- English
- PSHE
- SMSC



# The Way of the Buddha

## Key Stage 1

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Demonstrate awareness of the ways in which members of families who follow the Way of the Buddha show their respect for each other
- Identify some simple ways in which members of families following the Buddha show that they try to follow the Way of the Buddha, e.g. a vegetarian diet, choosing jobs which do not involve killing, meditating
- Examine the idea of giving part or all of a life to be part of a religious order

#### Suggested areas of study

- How children who follow the Way of the Buddha behave and respond to each other and to adults
- Life in the home of followers of the Buddha:
  - Meditation practice at home and at the **Vihara**
  - Setting aside time to be calm
  - Respect to guests
- Find out about followers of the Buddha who live as **Bhikkhus** (monks) or **Bhikkhunis** (nuns): how they dress, what they eat, how they show they are not proud, and why they might choose this way of life
  - Find out about the many followers of the Buddha who live 'ordinary' lives, without becoming **Bhikkhus** (monks) or **Bhikkhunis** (nuns):
  - How do they show their religion in action?

#### Links and suggested activities

- Role-Play a scenario involving a mother and child, the mother asking for help when the child is engrossed in something. In groups decide on three or four different responses and evaluate each one
- In groups children show through role-play: respect, greetings, honesty, being generous
- Think about the intention of followers of the Buddha to live without harming other living things Why is this rule valuable to them?
- Talk about the followers of the Buddha who choose to be **Bhikkhus** (monks) or **Bhikkhunis** (nuns), and those who choose an 'ordinary' life

#### Skills and attitudes

- Investigation
- Respect
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- Drama
- PSHE
- English
- SMSC
- ICT
- Citizenship



# The Way of the Buddha

## Key Stage 1

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Understand simply how 'special days' are celebrated
- Show some understanding:
  - that all religions celebrate special days
  - that **Wesak** is a special time for many followers of the Buddha

#### Suggested areas of study

- Discuss what celebration means and:
  - What we celebrate?
  - Why we celebrate?
  - How we celebrate?
- Show videos, posters, and photography of what happens at this festival and explain why it is important
  - Talk about what is remembered, what is celebrated, and what is learned at a celebration by followers of the Buddha

#### Links and suggested activities

- Refer to the children's own experience – food / clothes / preparations
- Notice and talk about a list of some similarities between different celebrations (eg birthday, **Wesak**, New Year)

#### Skills and attitudes

- Expression
- Investigation
- Understanding of a different faith
- Awe and wonder

#### Cross curricular links

- English
- ICT
- SMSC



# The Way of the Buddha

## Key Stage 1

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Be aware that **Siddhartha Gautama** – who became the **Buddha** is a special person for his followers'
- Listen to two stories of the **Buddha**, and talk about the things which made people think he was special
- Understand that good qualities attract other people

#### Suggested areas of study

- What do people who follow the Way of the Buddha today say about the **Buddha**?
- Stories of the life of the **Buddha**
- The qualities of the **Buddha** included calmness, freedom from fear and compassion for all living things
  - Why are these qualities so special?

#### Links and suggested activities

- Think about a saying of the **Buddha**, eg 'before trying to guide others, be your own guide first'
- Listen to some simple stories of the **Buddha**
- Think about how these qualities are helpful, or not, appreciated, or not in the western world

#### Skills and attitudes

- Interpretation
- P4C
- British Values
- Understanding of a different faith

#### Cross curricular links

- English
- SMSC
- PSHE



# The Way of the Buddha

## Key Stage 1

### Key Question 6: How do I and others feel about life and the universe around us?

#### Most pupils will be expected to:

- Identify some of the ways in which the followers of the **Buddha** express responsibility for community and for the earth
- Identify whether we damage or care for our environment
- Identify action that can be harmful

#### Suggested areas of study

- Stories of the ways the **Buddha** cared for living things and honoured animals
- What does it mean to live without harming any living thing?
- What would a follower of the **Buddha** avoid, if they wanted to live harmlessly (some sports, some food, some jobs)?
  - The strength of 'Nalagiri the elephant'

#### Links and suggested activities

- Talk about how followers of the **Buddha** live life without harming any living thing
- Looking after an outdoor/indoor garden area:
  - How does this show love for the world?
- Talking about how we can care for, or harm the natural world – pupils can make lists of actions that will lead to care or harm, and talk about which ones they do, and could do

#### Skills and attitudes

- Awe and wonder
- P4C
- Understanding of a different faith

#### Cross curricular links

- PSHE
- English
- SMSC



# The Way of the Buddha

## Key Stage 2

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Know that the writings of the **Buddha** teach about finding happiness and freedom from suffering
- Develop understanding about the importance of respecting other people's holy books by reflecting on how they would wish their own special book to be treated
- Think about some sayings from the writings of the **Buddha** and relate them to their own lives
  - Think about some stories of the **Buddha** and his life

#### Suggested areas of study

- Discover some sayings of the **Buddha** and their meanings
- The importance of holy books to any religion
- Describe their own answers to some questions about life and make links to some answers of followers of the Buddha

#### Links and suggested activities

- Discuss/bring a special book and describe why it is special to them
- Discover the writings of the **Buddha** as a special book
  - Discussion of the holy books of other faiths studied, learning about any rules for handling them
  - Ask the questions: what do the holy books say? Is this what makes them sacred?
- Think about sayings of the **Buddha** such as: 'like a lovely flower full of colour and fragrance are the words of those who practice what they preach' (**Dh.** 4.52)

#### Skills and attitudes

- Investigation
- Expression
- Interpretation
- P4C
- British Values
- Understanding of a different faith

#### Cross curricular links

- English
- PSHE
- SMSC

#### Websites and Publications

- Useful Buddhist websites (KS1, 2 and 3) please see page 229
- Useful Buddhist publications (KS1, 2 and 3) please see page 230
- Acronyms used within this section – please see page 230



# The Way of the Buddha

## Key Stage 2

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Understand the significance for many followers of the Buddha of the **Four Sites**:
  - **Lumbini**, **Siddhartha's** birthplace
  - **Bodh Gaya**, the place of his **Enlightenment**
  - The **Deer Park** at Sarnath, where he first preached the **Dhamma**
  - **Kushinagar**, where he passed away
- Describe how some followers of the Buddha visit these special places, what their journeys mean, and how they might feel
- Demonstrate some awareness of community activities for followers of the Buddha
  - Make links between meditation practice and places of worship for those seeking the Way of the Buddha

#### Suggested areas of study

- Explore the meanings of some stories of the **Buddha's** life
  - Consider why these four moments are so important in stories of the **Buddha**, and ask questions about key turning points in our own lives
- Find accounts of visits to or tourist information on these pilgrimage sites
- Find out about Vihara as a place of worship:
  - Meditation practice
  - Food for all
  - Community activities
  - Thinking about the **Five Precepts**

#### Links and suggested activities

- Locate the positions of these key sites for followers of the Buddha sites on a world map of the
  - Indian sub-continent
- Use secondary sources of investigation to research the place where followers of the Buddha are reminded of the origins of their faith
- Visit a **Vihara** / take a virtual tour / look at pictures of the inside and outside of a **Vihara**
- Watch a video extract showing meditation practices in **Vihara**.
  - Look at pictures / posters/ etc. of meditation practices in the **Vihara**

#### Skills and attitudes

- Investigation
- Reflection
- P4C
- Understanding of a different faith

#### Cross curricular links

- Geography
- English
- History
- PSHE
- ICT





# The Way of the Buddha

## Key Stage 2

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Understand that Britain is a society of many religions, and Barnsley is in a region where some followers of the Buddha live
- Describe how some followers of the Buddha work for a better world eg through the **Karuna Trust**, the Angulimala Prison Chaplaincy (the Buddhist Hospice Trust) or in peace making
- Recognise and describe the **Five Precepts** of the **Buddha**:
  - Harmlessness (no killing)
  - Fidelity (no sexual misconduct)
  - Loyalty to friends
  - Truthfulness and honesty (no lying)
  - Sharing wealth (no stealing)
  - Respect for the body (no intoxicants)
- Begin to use the word 'commitment' and give simple examples of how followers of the Buddha are committed to their ideas, their community and their teaching.
- Think and talk about their own commitments, in the light of studying the Way of the Buddha

#### Suggested areas of study

- Investigate a nearby **Vihara**
- Research the work of a community group who follow the Way of the Buddha
- Investigate the **Five Precepts** of the Way of the Buddha and their effect on the lives of followers
- Learn to describe some ways followers of the Buddha seek to make the world a better place
- Research some followers of the Buddha who have made a difference in today's world, eg **Daw Aung San Suu Kyi**
  - Think about what makes a good way of life

#### Links and suggested activities

- Talk about the gifts to the world from the Way of the Buddha:
  - ideas about harmlessness
  - compassion
  - **enlightenment**
- Videos/speakers/use of internet for research into the ways followers of the Buddha have of expressing the faith that make a difference in the world
- Hear from some followers of the Buddha about living by the **Five Precepts**
- Consider the impact of the **Five Precepts**:
  - What would change if everyone did these things?
- Design and make a 'peace lantern' to float on a pond at dusk which includes pupil's wishes and commitments for a more peaceful world – this is a custom some British followers of the Buddha follow on Hiroshima Day
- Use some sayings of the writings of the **Buddha** to think about peacefulness e.g. better than a speech of a thousand empty words is one thoughtful word which brings peace to the mind'. (Dh. 8.1)

#### Skills and attitudes

- Evaluation
- Analysis
- P4C
- Commitment
- Investigation
- British Values
- Understanding of a different faith

#### Cross curricular links

- Art
- English
- PSHE
- ICT
- DT
- SMSC
- Citizenship



# The Way of the Buddha

## Key Stage 2

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Further their understanding of the monastic ways of life in the Way of the Buddha by learning about how young people often spend time in the **Vihara** and learn their tradition
- Ask questions about their own lives and the value of self-discipline, self-control and mental training for themselves
- Show an appreciation of what it is like to live in the disciplined life of a **Bhikkhu** (monk)

#### Suggested areas of study

- Learning from the **Buddha's** values shown in the life of a **Vihara**
- Investigate times in their own life where they have needed more self control:
  - What happened?
  - How did they feel?
  - What did they think about?
  - Do they think it was good for them?
- Study a day in the life of a **Bhikkhu**

#### Links and suggested activities

- Pupils describe and make links between the practice of followers of the Buddha and their own lives
- Hear some stories from those who grew up following the **Buddha** in countries where followers of the Buddha are in a majority and those who grew up in the UK
- Consider why the community of the followers of the Way of the Buddha might find life in a **Vihara** as good, not hard or gruelling

#### Skills and attitudes

- Commitment
- Investigation
- Understanding of a different faith
- P4C

#### Cross curricular links

- English
- PSHE
- ICT
- SMSC



# The Way of the Buddha

## Key Stage 2

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Know about the significance for his followers, of the **Buddha** as an enlightened person, who saw the truth and showed the path to live by
- Consider questions about the teachings of the **Buddha**, in the simplest possible ways
- Think about the **Buddha** as the one who shows humanity - the path by which suffering can end
- Suggest answers to the questions:
  - What path will I follow?
  - What do I think is the meaning or the point of our lives?

#### Suggested areas of study

- Stories of the life of **Buddha**, especially stories of his birth, the **Four Sights**, the middle Way and the **Enlightenment**
- Thinking about the reasons why followers of the Buddha number hundreds of millions today
- Thinking about the **Four Noble Truths**:
  - All living includes suffering
  - Suffering is caused by cravings
  - The end of desire will lead to the end of suffering
  - The Noble **Eightfold Path** is the way to end desire
- Think about personal or shared times of pain or suffering

#### Links and suggested activities

Pupils could:

- Listen to stories of the **Buddha** and produce collage or artwork that show the **Four Sights**
- Create a story of their own in which a person began to wonder about his/her life and its meaning
- Talk about the idea of 'seeing the light' or '**Enlightenment**':
  - Why does this idea matter so much to the followers of the Buddha?
- Talk about the sufferings we go through in life:
  - How can we help each other?
  - Why do such things happen?

#### Skills and attitudes

- P4C
- Understanding of a different faith
- British Values

#### Cross curricular links

- English
- PSHE
- SMSC



# The Way of the Buddha

## Key Stage 2

### Key Question 6: How do I and others feel about life and the universe around us?

#### Most pupils will be expected to:

- Identify some questions which are difficult to answer, especially those that arise when we think of suffering
- Suggest answers to some difficult questions about life and the universe
- Develop their own thinking about what makes these questions hard to handle, but interesting
- Notice that the Way of the Buddha can offer answers to questions which we find puzzling

#### Suggested areas of study

- Identify some profound questions eg:
  - Why do people suffer?
  - What can we learn from suffering?
  - How can we reduce suffering?
  - Why do bad things happen to good people?
  - What is the purpose of life?
  - What is our responsibility for looking after our world? (Global warming).
- Think about sources for help and understanding difficult questions
- What is Man's responsibility for the care of our planet and the effects of Global warming
- Suggest answers to some of these questions based on their own experiences and the teachings of the Buddha
- Make links between these questions and some teachings of the Buddha which offer a response

#### Links and suggested activities

- Think of questions beginning with 'why?' which are difficult to answer, - talk about some of their own responses and experiences
- Read some stories which address some of these questions and talk about how they feel eg:
  - Badger's Parting Gifts by Susan Varley (death and bereavement)
  - The Next Place by Warren Hanson (the afterlife)
  - The Goodbye Boat by Mary Joslin (the afterlife)
  - When the World was New by Alicia Garcia de Lynam (beginnings)
- Record their own response to a difficult question in prose, poetry or art
- Find out what answers followers of the Buddha might give to some of these questions - make posters with words and pictures to convey a view of life and the universe of followers of the Buddha

#### Skills and attitudes

- Analysis
- Interpretation
- P4C
- Understanding of a different faith

#### Cross curricular links

- Art
- Design and Technology
- English
- PSHE
- SMSC
- ICT



# The Way of the Buddha

## Key Stage 3

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Show understanding of how some sacred writings are used by the followers of the **Buddha**
- Make links between authorities of the followers of the Way of the **Buddha** and the authorities of others
- Explain why it is the teaching (**Dhamma**), rather than the book which matters most to followers of the Way of the Buddha

#### Suggested areas of study

- The teaching of the **Buddha**:
  - The Four **Noble Truths**
  - The Noble **Eightfold Path**
  - What do these eight ways of living mean?
  - How do I respond to each one?

#### Links and suggested activities

- Illustrate what the meanings of the Four **Noble Truths/Eightfold Path** might be for young people in Barnsley
- Reflect on what may be learned from these texts by others
- Describe ways in which the **Buddha's** teaching has made a difference to a contemporary individual
- Suggest how a fictional character (eg from cartoons or movies) might have to change their life if they were to follow the **Noble Eightfold Path**. (Kar2ouche - Learn from Religion' to create **Eightfold Path** story boards)

#### Skills and attitudes

- Investigating
- Interpretation
- Curiosity
- Philosophy

#### Cross curricular links

- English
- PSHE
- ICT

#### Websites and Publications

- Useful Buddhist websites (KS1, 2 and 3) please see page 229
- Useful Buddhist publications (KS1, 2 and 3) please see page 230
- Acronyms used within this section – please see page 230



# The Way of the Buddha

## Key Stage 3

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Describe some features of a centre for the Way of the **Buddha**
- Show understanding of the significance of **Buddha** images and the symbols associated with them
- Make links between meditation for followers of the Way of the **Buddha** and the human need for reflection and self-awareness
- Explain how meditation for the followers of the Way of the **Buddha** makes an impact on life
- Raise questions and suggest answers about what it means to follow a leader, to seek peace, or to reflect on life's shape and circumstances
- Explain why the Way of the **Buddha** has become popular in the UK
- Explain the significance for many followers of the **Buddha** of the **Four Sites**:
  - **Lumbini**, **Siddhartha's** birthplace
  - **Bodhi Gaya**, the place of his **Enlightenment**
  - The Deer Park at **Sarnath**, where he first preached the **Dhamma**
  - **Kushinagar**, where he passed away
- Consider and explain the role of physical journeys and places of devotion in the Way of the **Buddha**

#### Suggested areas of study

- **Viharas** and other centres for the Way of the **\*Buddha** in Yorkshire
- The use of a **Buddha Rupa**
- The symbols associated with meditation by the followers of the **Buddha**
- The significance of places of meditation in the local area, and in a country where followers of the **Buddha** are in the majority
- The practice of taking time in a monastery for young people in Burma/Thailand/the UK
- Ask questions about key turning points in our own lives, in the light of learning about the **Buddha's** life
- Look at figures for followers of the Way of the **Buddha** over the years
- Sacred sites of **Siddhartha Gautama**, for the followers of the **Buddha**, associated with his life in India
- Investigate the places where followers of the **Buddha** are reminded of the origins of their religion
  - Explain the meanings of some stories of the **Buddha's** life

#### Links and suggested activities

- Pupils create letters describing how a disused fire station has been converted to a Buddhist centre
- BBC Belief File Buddhism
- Reflect on what may be learned from 'skillful means' and meditation practice by non-Buddhists
- Watch a video about the practice of followers of the **Buddha**, and suggest questions to put to a follower
- Account for the growth of the Way of the **Buddha** in the UK in recent decades
- Use the Web to find virtual information about the places of pilgrimage for the followers of the **Buddha**
- Consider what non-Buddhists can learn from the great places of pilgrimage for followers of the **Buddha**, beyond their being just a tourist

#### Skills and attitudes

- Investigating
- Analysis
- Interpretation
- Critical thinking
- Philosophy

#### Cross curricular links

- English
- PSHE
- ICT



# The Way of the Buddha

## Key Stage 3

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Develop and deepen their understanding of the life of the **Buddha** and its impact today
- Find out about a centre for the Way of the Buddha in the region, discovering what happens there, how it serves the community and how it exemplifies the traditions of the **Buddha**
- Raise questions and suggest answers about community, values and experiences in their own lives; in the light of the community of followers of the Buddha
  - Articulate what respect for the Way of the Buddha means in a plural society like their own

#### Suggested areas of study

- Find out about the influence and spread of the Way of the Buddha in the world, and particularly in the UK.
- Use census data and local directories to study the communities of followers of the Buddha in the region
  - Find out about one or more of the centres for the Way of the Buddha in Yorkshire
- Consider the value of some of the wider aspects of identity that the community may support – eg through meditation gardens, community groups, caring societies and the like

#### Links and suggested activities

- Evaluate their own life style: How would they like to change it? What reasons for change would followers of the Buddha offer?
- Consider the possible advantages of experiencing times of silence and/or meditation
- Acrostic poems on words such as Meditate/Silence
- Explore some examples of art for the followers of the Buddha (web, video, photos and artefacts are potential sources)
- Spend time thinking about and creating a work of art in one medium that expresses their own ideas about a spiritual or religious question
- Visit a local centre for the Way of the Buddha and/or invite a visiting speaker
- The BBC RE programming 'Curriculum Bites – KS3' offers some useful resources for this study based at the Samye Ling Buddhist Monastery in Dumfries
- The Clear Vision Trust produce many resources for teaching and learning

#### Skills and attitudes

- Interpretation
- Evaluation
- Investigation
- Self-understanding
- British values

#### Cross curricular links

- English
- Art
- PSHE
- ICT
- Citizenship



# The Way of the Buddha

## Key Stage 3

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Develop their understanding of the festivals of the Way of the Buddha and their special times
  - Develop a general understanding of celebrations as a general part of religion
  - Describe some ways in which followers remember the **Buddha** (including festivals, pilgrimages).
- Show understanding of some of the different purposes of meditation

#### Suggested areas of study

- Festivals and special occasions for followers of the **Buddha**: the birth, **Enlightenment** and **Parinibbana** of the **Buddha**:
  - Why are these events worth remembering for a follower of the Buddha?
  - What impact does this remembrance have on life?
- Time for meditation: Why do followers of the Buddha spend time meditating?

#### Links and suggested activities

- Read and discuss accounts of key times in the year and in life, written by followers of the Buddha
- Suggest how times of silence, calmness and reflection have a place in anyone's life – think over the place of quietness in their own lives and the lives of their families. Similar or different to the followers of the Buddha?

#### Skills and attitudes

- Investigating
- Self-understanding
- Philosophy

#### Cross curricular links

- English
- PSHE
- ICT





# The Way of the Buddha

## Key Stage 3

### Key Question 5: What can be learned from the lives of significant people of faith?

#### Most pupils will be expected to:

- Explain some of the 'turning points' in the life of **Gotama Buddha** – why did he make these changes?
- Explore why **Gotama Buddha** developed a following and how the religion of the Way of the Buddha developed after his death, including the development of a substantial population of followers of the **Buddha** in the UK today

#### Suggested areas of study

- Consider the relevance of some of **Buddha's** teachings to their life and personal experiences
- Evaluate the leadership and inspirational qualities

#### Links and suggested activities

- Pupils can think about the values the **Buddha** taught and see how these ideals might make a difference in their own or others' lives
- Pupils can express and discuss their own values in relation to a number of modern dilemmas, and ask the question 'What would the **Buddha** have done?'  
ICT **Kar2ouche** - Learn from Religion

#### Skills and attitudes

- Application
- Interpretation
- Self-understanding
- Critical thinking
- Philosophy

#### Cross curricular links

- English
- PSHE
- ICT



# The Way of the Buddha

## Key Stage 3

### Key Question 6: How do I and others feel about life and the universe around us?

#### Most pupils will be expected to:

- Describe how followers of the **Buddha** explain the suffering in the world
- Raise questions and suggest answers about suffering, compassion and action to ease suffering
- Raise questions and suggest answers to some difficult questions about life and the universe

#### Suggested areas of study

- Suggest answers to the question: 'Why do we suffer?'
- Discuss the values of followers of the Way of the Buddha: Compassion, awareness, detachment
- What is Man's responsibility for the care of our planet and the effects of Global warming

#### Links and suggested activities

- Analysis of a day's newspapers to identify examples of suffering, and think about their causes. Reflect on different responses to that suffering, linked with the ability and inability to respond
- Using ICT - compile a display of my answers to suffering and the situations in the world where this can be seen
- Discussions and research to illustrate local and global events

#### Skills and attitudes

- Investigating
- Analysis
- Evaluation
- Self-understanding
- Philosophy

#### Cross curricular links

- English
- PSHE
- ICT



# The Way of the Buddha

## Key Stages 1, 2 and 3

### Useful Websites:

A Google search **BBC Bitesize Buddhism** accesses the following:

- Buddhism – KS2 Religious Studies – 3 learner guides – What is Buddhism? What is Nirvana Day? What is Wesak?
- What is Buddhism? (KS2) – What do Buddhists believe? Buddhism in pictures, what is the Buddhist holy book? etc.
- Buddhism – KS3 Religious Studies – Five key facts, life in a Buddhist community, Practices in Buddhism etc.
- Twinkl (account required) Buddhism KS1, 2 & 3 –Power Points, worksheets, games etc.
- Top Ten Buddhist facts for kids
- Buddhism Facts Cards – KS2 – Teaching Resource.

Related searches include: KS3 Buddhism facts, Buddhist beliefs, Buddhism GCSE, Buddhism worksheets KS3 Tipitaka KS2 etc.

A Google search **Facts for Kids Buddhism** accesses numerous websites:

- Britanna Kids – homework help.
- Buddhism for KS1 and KS2 children – Top 10 facts, timeline, photo gallery etc.
- Buddhist Facts for Kids – cause and effect chain, reincarnation, Nirvana etc.
- Buddhism for Children – primary homework help, - How is Buddhism different from other religions etc.
- 20 most interesting Buddhism Facts for kid



# The Way of the Buddha

## Key Stages 1, 2 and 3

### Useful Publications:

- Let's Find Out About series - Buddhist Temples (KS1/2) – Raintree Publishing.
- Celebrations - Wesak (KS1/2) – Heinemann Library.
- Our Culture series - Buddhist (KS1/2) – Franklin Watts.
- Stories from Faiths - The Sound the Hare Heard and other stories (KS1/2) – QED Publications.
- Where we Worship - Buddhist Temple (KS1/2) – Franklin Watts.
- Everyday Religion – My Buddhist Life (KS1/2) – Hodder Wayland.
- Places of Worship series – Buddhist Temples (KS2) – Heinemann Library.
- World of Faiths series – Buddhism (KS2/3) – QED Publications.
- Introducing Religions – Buddhism (KS2/3) – Heinemann.
- Storyteller series – Buddhist Stories (KS2/3) – Evans Brothers Ltd.
- A Year of Festivals – Buddhist Festivals (KS2/3) – Franklin Watts.
- A Young Person's Guide to the Religions of the World – What I Believe (KS2/3) – Macdonald Young Books.
- Religion in Focus – Buddhism (KS2/3) – Franklin Watts.
- Religions of the World – Buddhism (KS2/3) – Wayland.
- Sacred Texts – The Tipitaka and other Buddhist texts (KS2/3) – Evans Brothers.
- A Year of Religious Festivals – My Buddhist Year (KS2/3) – Hodder Children's Books.
- My Belief – I am a Buddhist (KS2/3) – Franklin Watts.
- Lesson Bank Religious Education – Buddhist (KS2/3) – Belair Publications.
- Beliefs and Cultures – Buddhist (KS2/3) – Franklin Watts.
- Celebrate – Buddhist Festivals (KS2/3) – Heinemann.
- Holy Places series – Bodh Gaya (KS2/3) – Heinemann Library.

### Acronymns used within this section:

P4C	-	Philosophy for Children
SMSC	-	Spiritual, Moral Social and Cultural Development
PSHE	-	Personal Social and Health Education
ICT	-	Information and Communication Technology



# **VISITING A PLACE OF WORSHIP**

## **BUDDHIST TEMPLE**



## **GENERAL INFORMATION**

It is always advisable to:

- Visit a place of worship prior to a class visit, if this is possible
- Prepare pupils as much as possible prior to a visit
- Obtain a risk assessment for the place of worship prior to a class visit
- Check class limits - each place of worship may have a different class limit

## **Donations**

Voluntary donations towards the upkeep of a place of worship are always appreciated.

## **Contact Details**

Contact details for a variety of Interfaith Centres can be found on the LA RE website with recommendations from SACRE/school visits.

## **Dress Code**

- Modest clothing should be worn.
- There is no requirement to cover heads.
- Men/boys - long trousers should be worn. Short trousers should only be worn by younger boys if they are part of school uniform.
- Women/girls - long skirts/trousers and a modest top. Low necklines and crop tops are unacceptable.

## **Behaviour**

- Respect the building as a sacred space. It is regarded as special by the community of Buddhists there
- Mobile phones should be turned off whilst in the building
- Photography may be permitted. Please check with the monk prior to the visit
- Alcohol should NOT be consumed before visiting the Temple and is NOT allowed on the premises
- Smoking is NOT allowed on the premises



## The Way of the Buddha Glossary

As the Way of the Buddha spread throughout the East, it came to be expressed in many different languages. Where a variety of languages are used the main language is used, where these are equal, the Pali term is the main one used in the Syllabus. Terms in the Sanskrit and Pali of India are in most common use in the West, although Japanese and Tibetan terms also occur frequently. Pali is the language of the texts of the Theravada school, whilst Sanskrit is used for general Mahayana. **Zen** Buddhism uses terms expressed in Japanese, and Tibetan Buddhism, Tibetan. Italicised phrases represent a literal translation. Bold type indicates that this is also a glossary entry.

### **Abhidhamma** [Pali]

*Further or higher teaching.*  
The philosophy and psychology of the Way of the Buddha in abstract, systematic form. It is called **Abhidharma** in Sanskrit.

### **Abhidhamma Pitaka** [Pali]

This is the third of the three principal sections of the canon of basic scripture. It is a systematic, philosophical and psychological treatment of the teachings given in the **Sutta Pitaka**. Called **Abhidharma Pitaka** in Sanskrit.

**Abhidharma** [Sanskrit] See the Pali word **Abhidhamma**.

**Abhidharma Pitaka** [Sanskrit] See the Pali phrase **Abhidhamma Pitaka**.

**Amida** [Japanese]  
See the Sanskrit phrase **Amitabha Amitayus**.

### **Amitabha Amitayus** [Sanskrit]

Buddhas having unlimited light and life respectively. Called **Amida** in Japanese

### **Anapanasati** [Pali]

*Mindfulness of breath.* The practice is most usually associated with the development of concentration and calm, but also used in the training of Vipassana (insight). It is called **Anapanasmrti** in Sanskrit.

### **Anapanasmrti** [Sanskrit]

See the Pali word **Anapanasati**.

**Anatman** [Sanskrit] See the Pali word **Anatta**.

**Anatta** [Pali]  
*No self / No soul.* insubstantiality; denial of a real or permanent self. Called **Anatman** in Sanskrit.

### **Anicca** [Pali]

*Impermanence / Transience.* Instability of all things, including the self. Called **Anitya** in Sanskrit.

**Anitya** [Sanskrit]  
See the Pali word **Anicca**.

**Arahant** [Pali]  
See under **Arahat**.

**Arahat** [Pali]  
*Enlightened disciple.* The fourth and highest stage of Realisation recognised by the **Theravada** tradition. One whose mind is free from all greed, hatred and ignorance. Also spelt **Arahant**. Called **Arhat** in Sanskrit.

**Arhat** [Sanskrit] See the Pali word **Arahat**.

**Atman** [Sanskrit]  
See the Pali word **Atta**.

**Atta** [Pali]  
*Self / Soul.* Called **Atman** in Sanskrit.

**BCE**

(Before Common Era)  
Commonly used secular and historical reckoning used throughout this syllabus.

**Bhikkhu (Bhikkhus)**

[Pali]

Fully ordained Buddhist monk. It is called **Bhikshu** in Sanskrit.

**Bhikkhuni (Bhikkhunis)** [Pali]

Fully ordained Buddhist nun. It is called **Bhikshuni** in Sanskrit.

**Bhikshu** [Sanskrit] See the Pali word **Bhikkhu**.

**Bhikshuni** [Sanskrit] See the Pali word **Bhikkhuni**.

**Bodh Gaya**

Place of the **\*Buddha's Enlightenment. One of the Four Sites**

**Bodhi Tree** [Pali]

The tree (Ficus religiosa) under which the **'Buddha** realised **Enlightenment**. It is known as the **Tree of Wisdom**.

**Bodhisatta** [Pali]

*A Wisdom Being.* (i) One intent on becoming, or destined to become, a Buddha. (ii) **\*Gotama**, before his **Enlightenment** as the historical **\*Buddha**.

**Bodhisattva** [Sanskrit] A

being destined for **Enlightenment**, who postpones final attainment of Buddhahood to help living beings. See also **Mahayana**.

**Brahma Viharas** [Pali]

The four sublime states: loving kindness, compassion, sympathetic joy, and evenness of mind.

**The \*Buddha** [Pali / Sanskrit]

*Awakened One / Enlightened One.* See also biographical section.

**CE (Common Era)** [English] Commonly used secular and historical reckoning used throughout this syllabus which was published in 2005 **CE**. It matches the Christian years AD, 'in the year of our Lord'.

**Cetiva** [Pali]

See **Trupa**.

**Ch'an** [Chinese] See

the Pali word

**Jhana**.**Dalai Lama** [Tibetan]

*Great Ocean.* Incarnations of the spiritual and temporal leader of the Tibetan people. The Tibetan people are currently led by the 14<sup>th</sup> incarnation. See also biography section.

**Dana** [Pali / Sanskrit]

*Generosity / Giving / Gift.*

**Dhamma** [Pali]

*Universal law / Ultimate truth.* The teachings of the **Buddha**. A key term in the Way of the Buddha. It is called **Dharma** in Sanskrit.

**Dhammapada** [Pali]

Famous scripture of 423 verses. It is called **Dhammapada** in Sanskrit.

**Dhyana** [Sanskrit]

See the Pali word **Jhana**.

**Dharma** [Sanskrit]

See the Pali word **Dhamma**.

**Dhammapada** [Sanskrit]

See the Pali word **Dhammapada**.

**Dh.** [Pali]

Reference for a verse in the **Dhammapada**.

**Dukkha** [Sanskrit]

See the Pali word **Dukkha**.

**Dukkha** [Pali]

*Suffering / Ill / Unsatisfactoriness / Imperfection.* The nature of existence according to the first of the **Four Noble Truths**. Called **Dukkha** in Sanskrit.





**Duhkha** [Sanskrit] See the Pali word **Dukkha**.

**Eightfold Path** [English]  
Guides to follow the Way of the Buddha.

**Enlightenment** [English]  
*Spiritual Realisation*. Key term for the Way of the Buddha.

**Five Precepts** [English]  
Namely harmlessness (*no killing*); fidelity (*no sexual misconduct*), truthfulness and honesty (*no lying*), sharing wealth (*no stealing*) and respect for the body (*no intoxicants*).

**Four Noble Truths** [English]  
The **Four Noble Truths** are **Dukkha** (*suffering*); **Tanha** / **Samuudaya** (*it's origin*), **Nirodha** (*it's cessation*) and **Magga** (*the path to it's ending*).

**Four Sites** [English]  
Key places in the life of the \***Buddha**, namely **Lumbini**, **Bodh Gaya**, **Sarnath** and **Kushinagara**.

**Gautama** [Sanskrit]  
See the biography' **Gotama Buddha**.

**Gompa** [Tibetan]  
*Monastery / Place of meditation*

**Gotama** [Pali] Family name of the \***Buddha**. Called **Gautama** in Sanskrit. See the biography **\*Gotama Buddha**.

**Jataka** [Pali]  
*Birth story*. Accounts of the previous lives of the \***Buddha**.

**Jhana** [Pali]  
*Advanced meditation*. Called **Dhyana** in Sanskrit, **Ch'an** in Chinese and **Zen** in Japanese.

**Juzu** [Japanese]  
See the Pali word **Mala**.

**Kamma** [Pali]  
*Action*. Intentional actions that affect one's circumstances in this and future lives. The \***Buddha's** insistence that the effect depends on volition marks the treatment of **Kamma** as different from the understanding of karma in the Hindu Dharma. Called **Karma** in Sanskrit.

**Kannan** [Japanese] See the Chinese word **Kwan-yin**.

**Karma** [Sanskrit] See the Pali word **Kamma**.

**Karuna** [Pali / Sanskrit]  
*Compassion*.

**Karuna Trust** [Pali / Sanskrit - English]  
A charity supporting the ideals of the Way of the Buddha.

**Kesa** [Japanese]  
The robe of a **Bhikkhu** (monk), **Bhikkhuni** (nun), or priest.

**Khandha (Khandhas)** [Pali]  
*Heap / Aggregate*. The Five **Khandhas** together make up the 'person'. Namely **Rupa** (*form*), **Vedana** (*feeling*), **Sanna** (*perception*), **Sankhara** (*mental formation*) and **Vinnana** (*consciousness*). Called **Skandha** in Sanskrit.

**Khanti** [Pali]  
*Patience / Forbearance*. Called **Kshanti** in Sanskrit.

**Kilesa** [Pali]  
*Mental defilement / Mental burning*. Ideas of greed, hatred or ignorance. Called **Klesa** in Sanskrit.

**Klesa** [Sanskrit]  
See the Pali word **Kilesa**

**Koan** [Japanese]  
(i) A technical term used in **Zen** Buddhism referring to enigmatic or paradoxical questions used to develop intuition.  
(ii) Religious problems encountered in daily life.

**Kshanti** [Sanskrit] See

the Pali word

**Khanti.****Kushinagara**

Where the \***Buddha** passed away. One of the **Four Sites**.

**Kwan-yin** [Chinese]**Bodhisattva** of

Compassion. Depicted in female form. Identified with **Bodhisattva** Avalokitesvara. Called **Kannon** in Japanese.

**Lama** [Tibetan]

*Teacher / One who is revered.*

**Lotus Sutra** [Sanskrit] A

scripture of major importance to various schools within the **Mahayana** tradition. It describes the virtues of the **Bodhisattva** and emphasizes that all sentient beings possess Buddha-nature and can attain **Enlightenment (Nibbana)**.

**Lumbini**

\***Siddhartha** 's birthplace one of the **Four Sites**.

**Magga** [Pali]

*Path*, leading to cessation of suffering. The fourth of the **Four Noble Truths**. Called **Marga** in Sanskrit.

**Mahayana** [Pali]

*Great Way / Great Vehicle.* Teachings that spread from India into Tibet, parts of Asia and the Far East, characterised by the **Bodhisattva** ideal and the prominence given to the development of both compassion and wisdom.

**Maitreya** [Sanskrit] See

the Pali word

**Metteya.****Maitri** [Sanskrit]

See the Pali word **Metta**.

**Mala** [Pali]

String of 108 beads used by followers of the Buddha. This should not be called a 'Buddhist rosary'. Called **Juzu** in Japanese.

**Mahaparinivana**

The great state beyond **Nibbana**.

**Marga** [Sanskrit] See

the Pali word

**Magga.****Metta** [Pali]

*Loving kindness.* A pure love which is neither grasping nor possessive. Called **Maitri** in Sanskrit.

**Metta Sutta** [Pali]

The \***Buddhas**' scripture which describes the nature of loving kindness.

**Metteya** [Pali]

*One who has the nature of loving kindness.* Name of the future \***Buddha**. Called **Maitreya** in Sanskrit.

**Mudda** [Pali]

*Ritual gesture*, as illustrated by the hands of Buddha images: Called **Mudra** in Sanskrit.

**Mudita** [Pali / Sanskrit]

*Sympathetic joy.* Welcoming the good fortune of others.

**Mudra** [Sanskrit] See

the Pali word

**Mudda.****Nibbana** [Pali]

*Blowing out.* The blowing out of the fires of greed, hatred and ignorance, and the state of secure perfect peace that follows. A key term in the Way of the Buddha. Called **Nirvana** in Sanskrit.

**Nirodha** [Pali / Sanskrit]

*Cessation* (of suffering). The third of the **Four Noble Truths**.

**Nirvana** [Sanskrit]

See the Pali word **Nibbana**.

**Panna** [Pali]

*Wisdom.* Understanding the true nature of things. Called **Prajna** in Sanskrit.

**Parami** [Pali]

A *perfection or virtue*. One of the six or ten perfections necessary for the attainment of Buddhahood. Called **Paramita** in Sanskrit.

**Paramita** [Sanskrit] See the Pali word **Parami**.

**Parinibbana** [Pali] Final

and complete **Nibbana** reached at the passing away of a Buddha. Called **Parinirvana** in Sanskrit.

**Patimokkha** [Pali] The

training rules of a **Bhikkhu** (monk) or **Bhikkhuni** (nun) - 227 in the case of a **Theravada** monk. Called **Pratimoksha** in Sanskrit.

**Parinirvana** [Sanskrit] See the Pali word **Parinibbana**.

**Pitaka** [Pali]

*Basket*. Collection of scriptures. See also **Tipitaka**.

**Praina** [Sanskrit] See

the Pali word **Panna**.

**Pratimoksha** [Sanskrit] See the Pali word **Patimokkha**.

**Rupa** (Rupas) [Pali / Sanskrit]

*Form*. Used of an image of the **\*Buddha**; also, the first of the Five **Khandhas**.

**Sakyamuni** [Pali] Sage of the **Shakyas**. Title of the historical **\*Buddha**. Called **Shakyamuni** in Sanskrit.

**Shakya** [Sanskrit]

The tribe of the historical **\*Buddha**.

**Shakyamuni** [Sanskrit]

See the Pali word **Sakyamuni**.

**Samadhi** [Pali / Sanskrit]

*Meditative absorption*. A state of deep meditation.

**Samatha** [Pali / Sanskrit]

A state of concentrated calmness; meditation. Similar to **Vipassana**.

**Samina** [Sanskrit] See the Pali word **Sanna**.

**Samsara** [Pali / Sanskrit]

*Everyday life*. The continual round of birth, sickness, old age and death which can be transcended by following the **Eightfold Path** and teaching in the Way of the Buddha.

**Samskara** [Sanskrit] See the Pali word **Sankhara**.

**Samudaya** [Pali / Sanskrit] *Arising / Suffering's*

*Origin*. The second of the **Four Noble Truths**.

**Sangha** [Pali / Sanskrit]

*Community / Assembly*. Often used for the Order of **Bhikkhus** and **Bhikkhunis** in Theravadin countries. In the **Mahayana** countries, the **Sangha** includes lay devotees and priests, eg in Japan.

**Sankhara** [Pali]

*Mental formation / Karmic formation*. The fourth of the Five **Khandhas**. Called **Samskara** in Sanskrit.

**Sanna** [Pali]

*Perception*. Third of the Five **Khandhas**. Called **Samina** in Sanskrit.

**Sarnath**

The Deer Park is one of the **Four Sites**.

**Satori** [Japanese]

*Awakening*. A term used in **Zen** Buddhism.

**Siddattha** [Pali] See

the Sanskrit **Siddhartha** and the biography section

**Siddhartha** [Sanskrit]

*Wish-fulfilled.* The personal name of the historical \***Buddha**. Called **Siddhartha** in Pali. See the biography section.

**Sila** [Pali / Sanskrit]

*Morality.*

**Skandha** [Sanskrit] See

the Pali word

**Khandha**.**Sthaviravada** [Sanskrit]

See the Pali word

**Theravada**.**Stupa** [Sanskrit] See

the Pali word

**Trupa**.**Sutra** [Sanskrit]

See the Pali word **Sutta**.

**Sutra Pitaka** [Sanskrit] See

the Pali phrase

**Sutta Pitaka**.**Sutta** [Pali]

*Text.* The words of the \***Buddha**. Called **Sutra** in Sanskrit.

**Sutta Pitaka** [Pali]

The second of the three collections - principally of teachings - that comprise the canon of basic scripture. Called **Sutra Pitaka** in Sanskrit.

**Tanha** [Pali]

*Thirst / Craving / Ignorant desire.* Desire as the cause of suffering. The second of the **Four Noble Truths**. Called **Trishna** in Sanskrit.

**Tathagata** [Pali / Sanskrit]

Another epithet for the

**\*Buddha**.**Theravada** [Pali]

*The Way of the Elders.* A principal school of the Way of the Buddha, established in Sri Lanka and South East Asia.

Now also found in the West.

Called **Sthaviravada** in Sanskrit.

**Thupa** [Pali]

*Reliquary*, including pagodas. Also known as Cetiya. Called **Stupa** in Sanskrit.

**Tipitaka** [Pali]

*Three baskets.* A threefold collection of texts (**Vinaya**, **Sutta**, **Abhidhamma**). Called **Tripitaka** in Sanskrit.

**Tiratana** [Pali]

*The triple refuge.*

\***Buddha**, the **Dhamma** and the **Sangha**. Another way of referring to the three jewels.

Called **Triratna** in Sanskrit.

**Tree of Wisdom**

[English]

See **Bodhi Tree**.

**Tripitaka** [Sanskrit]

See the Pali word

**Tipitaka**.**Triratna** [Sanskrit] See

the Pali word

**Tiratana**.**Trishna** [Sanskrit] See

the Pali word

**Tanha**.**Tulku** [Tibetan]

Reincarnated **Lama**.

**Upaya** [Pali]

Any skillful means, eg meditation on loving kindness, to overcome anger.

**Upekkha** [Pali]

*Equanimity / Evenness of mind.* Called **Upeksha** in Sanskrit.

**Upeksha** [Sanskrit]

See the Pali word

**Upekkha****Vajrayana** [Sanskrit]

*Thunderbolt / Diamond Way* Teachings promulgated later, mainly in India and Tibet. Another term for Esoteric Buddhism.

**Vedana** [Pali]

*Feeling.* The second of the Five **Khandhas**



**Vesak** [Sinhalese] See the Pali word **Wesak**.

**Vihara** (Viharas) [Pali]  
*Dwelling place / Monastery.*

**Vijnana** [Sanskrit] See the Pali word **Vinnana**.

**Vinaya** [Pali]  
The rules of discipline of monastic life.

**Vinaya Pitaka** [Pali]  
The first of the three collections of the canon of basic scripture, containing mostly the discipline for **Bhikkhus** (monks) and **Bhikkunis** (nuns), with many stories and some teachings.

**Vinnana** [Pali]  
Consciousness. The fifth of the Five **Khandhas**. Called **Vijnana** in Sanskrit.

**Vipashyana** [Sanskrit] See the Pali word **Vipassana**.

**Vipassana** [Pali]  
Insight into the true nature of things. A particular form of meditation. Similar to Samatha. Called **Vipashyana** in Sanskrit.

**Viriya** [Pali]  
*Energy / Exertion.* Called **Virya** in Sanskrit.

**Virya** [Sanskrit] See the Pali word **Viriya**.

**Wesak** [Pali]  
*Buddha Day.* Name of a festival and a month. On the full moon of **Wesak** (in May or June), the birth, **Enlightenment** and passing away of the \***Buddha** took place, although some schools celebrate only the birth at this time, eg **Zen**. Called **Vesak** in Sinhalese.

**Zazen** [Japanese]  
*Meditation while seated,* as in Zen Buddhism.

**Zen** [Japanese]  
*Meditation.* A school of **Mahayana** Buddhism that developed in China and Japan. Derived from the Sanskrit word **Dhyana**, which is **Jhana** in Pali.



## Bibliographical summaries

The following are brief details of people included all those mentioned in the Syllabus. Listed alphabetically by the first name.

**\*Ajahn Sumehdo** (b. 1934 **CE**), formerly called Robert Jackman American-born Abbot of Amaravati Buddhist Monastery at Hemel Hempstead.

**\*Ananda**, Chief disciple of the **\*Buddha**.

**\*Ashoka** , Sanskrit spelling, see **\*Asoka**.

**\*Asoka**. (3rd Century **BCE**)

Emperor India.

**The \*Buddha**, (c.563-486 **BCE**)

**\*Siddhartha Gautama** Born a prince of Sakya in southern Nepal. At 24 he saw poverty and suffering for the first time. At 35 he received **Enlightenment** and began to teach.

**\*Daw Aung San Suu Kyi** {b. 1945 **CE**}, formerly a refugee in the UK, elected leader of Myanmar (Burma) in 1990, and immediately placed under house arrest for five years, since for two further years and now under 'protective custody'. Nobel Peace Laureate 1991.

His Holiness the 14th **\*Dalai Lama of Tibet** {b. 1935 **CE**}, Lhamo Dhondrub. Enthroned in 1940. Head of state for Tibet from 1950 but exiled since 1954. Leader of the Tibetan followers of the Buddha. See also the glossary.

**\*Patrick Duffy** (b. 1949 **CE**), American television actor, star of 'Dallas'.

**\*Richard Gere** (b. 1949 **CE**), Hollywood actor and humanitarian, co-founder of charity Tibet House and supporter of Survival International.

**\*Siddhartha Gautama**

See The **\*Buddha**.