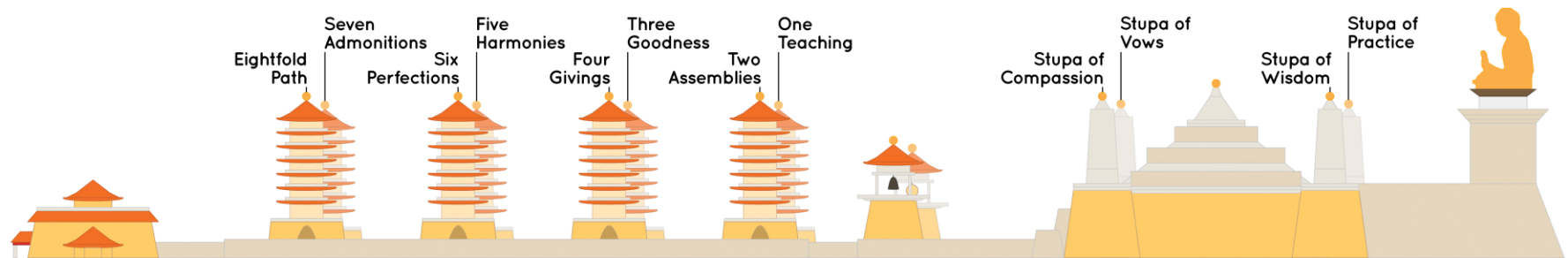


SRE Scope and Sequence



This scope and sequence aims to cover the core teachings of the Buddhist tradition. It is based on a systematic Buddhist Framework that comprises of: The Noble Eightfold path, Seven Admonitions, Six Perfections, Five Harmonies, Four Givings, Three Acts of Goodness, Two Assemblies and One Teaching- the Four Noble Truths. The Application aspect of the Scope and Sequence is encapsulated in the Bodhisattva spirits of Great compassion, Great Vows, Great Wisdom and Great Practice. It can be used as a guide depending on the prior needs of the students attending. It can be adapted and enhanced to ensure that all students learn from firm, basic foundations and that learning is scaffolded onto solid concepts and may be a springboard into future studies. Above is a visual representation of the scope and sequence, symbolising that the Buddhist framework is a Path to awakening.

SRE Scope and Sequence

Term 1 The Life of the Buddha	Learning Outcomes (K-Yr3)	K - 2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 1 The Birth of Prince Siddhartha	Understand the story and key events relating the Prince's birth.	Sequence pictures depicting the key events relating to the Prince's birth.	Construct a birth certificate highlighting their heritage and recognise their own special qualities and the special qualities of others.	Recognise the significance of the Prince's birth and relate it back to their own Buddha Nature.	Recall the key events regarding the Prince's birth and the message of the Prince: "In Heaven above and Earth beneath I am the Honoured One."	Role-play the birth of the Prince, highlighting the significance of the Prince's birth, symbolism and message: "In Heaven above and Earth beneath I am the Honoured One."	Demonstrate awareness of their unique characteristics by constructing a self- profile. In doing so, affirm their own wholesome character.
Week 2 Prince Siddhartha meditating under a tree	Appreciate the importance of personal harmony.	Recall the story of Prince Siddhartha meditating under a tree. Experience personal harmony by taking part in meditation.	Develop the habit of introspection through regular meditation in class.	Identify ways to achieve personal harmony.	Brainstorm daily life activities that contribute to achieving personal harmony other than class meditation. Share one idea with the class.	Devise effective strategies for achieving personal harmony in school.	Show evidence of how they incorporate activities that cultivate personal harmony in daily life.

SRE Scope and Sequence

Term 1 The Life of the Buddha	Learning Outcomes (K-Yr3)	K - 2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 3 Prince Siddhartha resolving a conflict	Recognise the value of interpersonal harmony.	Listen to the story of Prince Siddhartha in a conflict with his cousin, Devadatta. Discuss how the conflict was resolved.	Justify the value of interpersonal harmony with examples.	Identify options available for achieving inter- personal harmony.	Derive practical methods for achieving interpersonal harmony at school and home.	Devise conflict resolution strategies in different scenarios.	Role-play conflicts and conflict resolution. Demonstrate decision making processes in a conflict.
Week 4 A Father's Concern	Recognise the value of harmony within the family.	Learn the King's fear of the prophecy coming true. Discuss why this was such a fear for the king.	Recognise that there is harmony and disharmony in the family. Identify how harmony benefits and how disharmony causes issues.	Identify ways to promote harmony within family.	Respect the kind intentions of parents, and learn to articulate needs and wants with respect. Demonstrate this using role play scenarios.	Give examples of how they can facilitate harmony within the family using drama or drawings.	

SRE Scope and Sequence

Term 1 The Life of the Buddha	Learning Outcomes (K-Yr3)	K - 2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 5 Venturing outside the Palace - The Four Sights- aging sickness, death and a spiritual practitioner	Identify the universality of human conditions, and recognise that dissatisfaction is something that everyone would experience at some point in life.	Students learn about the story of the Four Sights – aging, sickness, death and a spiritual practitioner.	Recognise and accept that aging, sickness and death are a natural process of life, and that it is our attitude towards them that makes the difference.	Develop empathy and commit to creating social harmony.	Recognise that cultivating empathy would be important given that dissatisfaction is an inevitable and common part of life.	Understand that one way to show empathy is in the form of consideration and mindfulness of others. Devise one way to show empathy to others through mindful actions, words, or good intentions.	Devise class rules based on the <i>Buddhist Six Reverent Points of Harmony</i> . Note: The <i>Six Reverent Points of Harmony</i> is a set of Buddhist regulations grounded on consideration and mindfulness of others.

SRE Scope and Sequence

Term 1 The Life of the Buddha	Learning Outcomes (K-Yr3)	K - 2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 6 Prince Siddhartha leaving the Princely life and adopting asceticism	Understand that we are all responsible for our own actions.	Retell the story of the prince leaving the palace.	Students can justify the Prince' decision to leave the Palace in search of the Great Way to Liberation.	Understand the Buddhist notion of Cause and Effect in making decisions.	Understand that important decisions may involve delaying immediate wants. Give a real-life example.	Recognise important decisions which may involve delaying immediate wants, but will achieve greater benefits in the long run. Give one example.	Identify what needs to be done to achieve greater good- such as the need to simplify our life to help alleviate excessive consumptions and wastage of resources, ultimately contributing to world harmony and peace.
Week 7 Sujata's offering and realising the importance of the Middle Path	The importance of Kindness to oneself and to others.	Listen to the story of Sujata's kindness to Prince Siddhartha and discuss the importance of kindness to oneself and others.	Identify problems associated with not being kind to one another. Give examples.	Realise the importance of the Middle Path.	Understand different pathways in life – the easy path, the extreme path and the Middle path, and recognise the difference between extremes and right balance.	Understand the importance of right balance after examining the consequences of extremes.	Recall past experiences of going to extremes, and identify the alternatives.

SRE Scope and Sequence

Term 1 The Life of the Buddha	Learning Outcomes (K-Yr3)	K - 2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 8 The ultimate test – The Buddha facing Mara	Recognise what Mara is.	Learn about the story of the Buddha facing the challenges of the Mara.	Discuss: Who is Mara, what are the features of Mara?	Understand the Greatest Battle is the overcoming of the Maras in us all.	Recognise that Maras are our negative states of mind. For example, greed, anger and ignorance.	Understand that Loving Kindness Meditation is one of the ways devised by the Buddha to overcome Maras, particularly Anger.	Develop a daily practice of Loving Kindness Meditation. Record how they feel before and after in their Reflective Journal. Note: Reflective Journals would be given out to encourage reflective thinking and journaling.

SRE Scope and Sequence

Term 1 The Life of the Buddha	Learning Outcomes (K-Yr3)	K - 2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 9 Prince Siddhartha Awakened	Understand the state of awakening is reaching the highest human potential in each one of us.	Learn about the story of Prince Siddhartha achieving Awakening under the Bodhi tree.	Discuss: 1. What awakening is about 2. What an awakened being is like - e.g. a clear, focused mind free from greed, anger and ignorance.	Understand that awakening is possible for every one of us.	Discuss what a clear and focused mind is. Identify the differences between a clear and an unclear state of mind.	Discuss how a clear and focused mind changes one's behaviour, habits and ultimately our life. Discuss ways to bring a mind back to clarity and focus.	Develop a daily regular meditation practice that helps to develop a clear and focused mind. Monitor the effects and progress of the meditation using the Reflective Journal.
Week 10 Review of the Life of the Buddha	Connect with the Life of the Buddha.	Put pictures of the Life of the Buddha into the correct sequence.	Retell the key events of the Buddha's life.	Appreciate that the Buddha was a human being that achieved freedom from dissatisfaction through his own efforts, which can be achieved by all.	Students share their deepest impressions of the Life of the Buddha through guided discussion, and give reasons.	Present the important messages of the Life of the Buddha after reflecting on the key events.	Students write in their Reflective Journal what changes they would like to make in their own life and how, based on what they have learnt from the Life of the Buddha.

SRE Scope and Sequence

Term 2 The Humanistic Buddha	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 1 Introduction of the six perfections 1. Generosity 2. Morality 3. Patience	Connect with the Buddha’s daily activities which exemplify the humanistic nature of the Buddha’s Life.	Discuss how the life of the Buddha is similar or different from their daily routine after listening to a day in the life of the awakened Buddha.		Identify the first three of the six perfections in the daily routine of the Buddha and the Sangha community.	Investigate the Daily Routine of the Buddha, and identify the first three of the Six Perfections the Buddha cultivated in the routine.	Students look at the daily routine of the Sangha Community in modern time and identify the first three of the Six Perfections embedded in them. Note: The Sangha, or Buddhist monastic order, is traditionally composed of four groups: monks, nuns, laymen, and laywomen.	
Week 2 Introduction of the six perfections 4. Diligence 5. Concentration 6. Wisdom	Connect with the Buddha’s daily activities which exemplify the humanistic nature of the Buddha’s Life.	Discuss how the life of the Buddha is similar or different from their daily routine after listening to a day in the life of the awakened Buddha.		Identify the latter three of the six perfections in the daily routine of the Buddha and the Sangha community.	Investigate the Daily Routine of the Buddha, and identify the latter three of the Six Perfections the Buddha cultivated in the routine.	Students look at the daily routine of the Sangha Community in modern time and identify the latter three of the Six Perfections embedded in them.	

SRE Scope and Sequence

Term 2 The Humanistic Buddha	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 3 The Six Perfections - Generosity	Understand that the awakened Buddha lived a humanistic life exemplifying Generosity.	Investigate the Buddha’s life exemplifying generosity. For example, the Buddha sharing the teachings with people from all walks of life.		Deepen and apply understanding of the Buddhist notion of Generosity.	Discuss the Buddhist notion of Generosity - the Giving of Materials, Dharma and Fearlessness.	Identify and discuss modern day examples of Buddhists practicing Generosity through social engagement.	Students identify actions they can do every day to develop Generosity.
Week 4 The Six Perfections - Morality	Students appreciate the importance of morality.	Students learn the Five Precepts and discuss its importance for developing self-regulation and self-discipline.		Apply understanding of the essence of the Buddhist morality to life.	Watch a documentary on the life in a Buddhist monastery. Discuss the “non-violation” essence of the Precepts, as seen in the video.	Develop a set of personal code of conduct based on the essence of Buddhist morality. For example, no bully as a commitment to no harming.	Students revisit the classroom rules from Term 1 week 5. Based on their deepened understanding of the Five Precepts, refine and add to the Classroom Rules.
Week 5 The Six Perfections - Patience	Students understand the Buddhist notion of Patience.	Listen to the Story of Mahakasyapa and Ananda, two main disciples of the Buddha who went on alms rounds. Discuss the Buddha’s teachings on alms round that illustrate the essence of Patience.		Deepen and apply understanding on the three Levels of Patience.	Appreciate the importance of patience through different role play scenarios which require patience.	Learn the different levels of Patience in Buddhism – Showing no anger with one’s speech, then on one’s expression, and, eventually, to no anger in one’s heart.	Role play how the three levels of patience can be applied in real life situations.

SRE Scope and Sequence

Term 2 The Humanistic Buddha	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 6 The Six Perfections - Diligence	Students understand that diligence is needed to cultivate all virtuous states of mind.	Students reflect on their daily life after listening to the Buddha's daily routine exemplifying diligence. They then distinguish good habits from bad habits. Justify their choices.		Understand that the Buddhist notion of Right Effort is similar to: 1) Prevent unwholesome habits from arising; 2) End unwholesome habits that have already arisen; 3) Develop wholesome habits ; 4) Strengthen wholesome habits that have already arisen	Students discuss why the four aspects of the Right Effort are important, and give real life examples.	Devise a plan to: 1) prevent unwholesome habits from arising; 2) End unwholesome habits that have already arisen.	Devise a plan to: 1) Develop wholesome habits ; 2) Strengthen wholesome habits that have already arisen.

SRE Scope and Sequence

<p>Week 7</p> <p>The Six Perfections- Concentration</p>	<p>Appreciate the importance of concentration</p>	<p>Become familiar with developing concentration through sitting.</p>		<p>Deepen understanding that concentration can be incorporated into everyday life.</p>	<p>Understand that meditation is not just about sitting quietly with your eyes closed. When the Buddha practiced walking meditation, standing meditation, eating meditation, etc. he was demonstrating concentration in daily life.</p>	<p>Students discuss how they will apply concentration throughout the day and commit to doing it consistently.</p> <p>Record their experiences in their Reflective Journal.</p>	
<p>Term 2</p> <p>The Humanistic Buddha</p>	<p>Learning Outcomes (K-Yr3)</p>	<p>K-2</p>	<p>Year 3</p>	<p>Learning Outcomes (Yr4-6)</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Week 8</p> <p>The Six Perfections - Prajna Wisdom</p>	<p>Learn the Buddhist notion of Wisdom, which is different from intelligence.</p>	<p>Develop understanding of how an awakened practitioner lives his life exemplifying wisdom.</p>		<p>Students understand that Prajna Wisdom refers to a profound understanding of reality, which relies on a trained mind</p>	<p>Students understand that wisdom is what allows us to make the other five qualities into perfections. Discuss the difference of living with and without Wisdom.</p>	<p>Students understand that only by relying on a trained mind (as opposed to an untrained one) can we solve problems in life.</p> <p>Give real life examples.</p>	<p>Watch the “Turning Points Story” of people resolving their everyday problems and issues. Explain how they have done so using the Buddhist wisdom.</p>

SRE Scope and Sequence

Term 2 The Humanistic Buddha	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 9 The Six Perfections is in our life and all around us	Deepen understanding of the Six Perfections and their presence all around us.	Students listen to ‘The life of a flower’ by Venerable Master Hsing Yun and describe how the flower’s life cycle exemplifies the Six Perfections in Nature.		Identify the Six Perfections all around us.	Find examples of the Six Perfections in Nature and present them to class.	Students find examples of Six perfections around them and present them to the class.	
Week 10 Review of the Six Perfections	Connect with the Six Perfections.	Watch “One Day in the Temple”, categorise the activities carried out at the temple under one of the Six Perfections trainings. Note: “One Day in the Temple” is a video on the daily life at Nan Tien Temple. It is available online https://youtu.be/FsTTbhw9fj4		Apply the Six Perfections in everyday life.	Watch “One Day in the Temple”, and identify routines in the video and identify routines that can be adopted in their own lives.	Devise ways to apply the Six Perfections in everyday life. Share with the class.	

SRE Scope and Sequence

Term 3 Follow the Path of the Buddha- The Noble Eightfold Path	Learning Outcomes (K-Yr3)	Year K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 1 Introduction to the Noble Eightfold path	Students understand that the Noble Eightfold Path was the Path taught by the Buddha that would lead us to our highest human potential.	Students understand each aspect of the Noble Eightfold Path, and what it means. <ol style="list-style-type: none"> 1. Right View 2. Right Thought 3. Right Speech 4. Right Actions 5. Right Livelihood 6. Right Effort 7. Right Mindfulness 8. Right Meditative Concentration 		Deepen the understanding that if one wishes to develop the same wisdom as the Buddha the Noble Eightfold path is essential.	Recognise that the Noble Eightfold Path consists of the Buddhist Threefold training: <ol style="list-style-type: none"> 1. Morality (sila) 2. Samadhi (concentration) 3. Insight (Panna) 	Understand that practising the Six Perfections and the Noble Eightfold Path allows one to develop wisdom and cultivate altruism in daily life.	
Week 2 The Noble Eightfold Path 1. Right View	Recognise that Right View is knowing that there is Goodness and Evil and learn to distinguish between the two.	Students understand that the way we view the world changes how we act, speak and think. Therefore it is important to have Right View.	Students can distinguish between goodness and evil by giving examples within school setting. e.g. harming others is evil, helping others is goodness.	Understand that Right View is being able to see Cause and Effect, and how they are connected.	Understand the Buddhist notion of time – Past, Present and Future- and how they are connected.	Appreciate the continuation of time- Past, Present and Future- by observing the nature, and link their observations to cause and effect.	Identify the impact of past actions, speech and thoughts on their present situation and what they can do, based on this understanding, to cultivate a more positive future.

SRE Scope and Sequence

Term 3 Follow the Path of the Buddha- The Noble Eightfold Path	Learning Outcomes (K-Yr3)	Year K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 3 2. Right Thought	Students understand that Right Thought is to have good intentions for doing what they do, and it must be wholesome.	Distinguish between right thought and its opposite.		Learn how to set Right Intention at the start of the day and keep one's thoughts in accord with that wholesome intention throughout the day e.g. the intention to benefit others.	Understand that our thoughts are like seeds that can grow and manifest into reality.	Be familiar with the Buddhist practice of setting intention and devise practical steps to set intention in the morning.	Study selected verses from Avatamsaka Sutra -Pure Conduct Chapter – and make a modern version of it that can be applied in daily lives. Note: The chapter is on how one can skillfully use their intention to attain all supreme and wonderful merits and virtues.
Week 4 3. Right Speech	Students understand that Right Speech is maintaining a kind and honest expression and compassionate speech, so that others are happy and gain trust in you.	Understand why Right Speech is important and be able to apply the "THINK" strategy before speaking. T is it true? H is it helpful? I is it inspiring? N is it necessary? K is it kind?		Deepen understanding of the Buddhist notion of Right Speech, and apply it in life.	Understand the Buddhist Precepts of Right Speech involve: <ol style="list-style-type: none"> 1. Not lying 2. Not engaging in duplicitous, harsh or flattered speech. Instead, when one speaks, one's words should be kind, rational, wise and truthful.		Recognise the power of words in fulfilling one's life goal and be able to apply kind and compassionate speech in different scenarios.

SRE Scope and Sequence

Term 3 Follow the Path of the Buddha- The Noble Eightfold Path	Learning Outcomes (K-Yr3)	Year K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 5 4. Right Action	Students understand the Buddhist notion of Right Action.	Students understand that Right Action ensures that one's actions are moral and proper, and that they do not harm others.	Give examples of Right Action in everyday life.	Students understand that the Buddhist Five Precepts meet the definition of Right Action and is a guideline for their behaviour.	Students recall the Five Precepts and how and why they encompass Right Action.	Students discuss how they would apply Right Action in different scenarios.	
Week 6 5. Right Livelihood	Understand that Right Livelihood ensures that the way we live causes no harm and brings benefits and happiness to others.	Understand the importance of being kind to one another.	Understand that Kindness can be extended to all beings and the environment.	Deepen the understanding of Right Livelihood.	Distinguish way of life as wholesome or unwholesome.	Determine the components of a Right Livelihood.	Students articulate their wholesome future aspiration or occupation, and identify what needs to be done to achieve it.

SRE Scope and Sequence

Term 3 Follow the Path of the Buddha- The Noble Eightfold Path	Learning Outcomes (K-Yr3)	K-2	Year3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 7 6. Right Diligence (Right Effort)	Students understand the Buddhist notion of Right Diligence.	Students understand that Right Diligence is actively trying to do virtuous deeds, and refrain from unwholesome actions.	Identify one task in life to which they could apply Right Diligence, and share it with the class.	Students report and reflect on their progress from Term 2 (see Term 2 Week 6) on : 1) Prevent unwholesome habits from arising; (2) End unwholesome habits that have already arisen; (3) Develop wholesome habits ; (4) Strengthen wholesome habits that have already arisen	Reflect on why certain resolutions were successful or unsuccessful, and discuss what they can do to improve in the future.	Based on new insights on why certain resolutions are successful or unsuccessful, devise new strategies to: 1) Prevent unwholesome habits from arising; (2) End unwholesome habits that have already arisen; (3) Develop wholesome habits; (4) Strengthen wholesome habits that have already arisen	


SRE Scope and Sequence

Term 3 Follow the Path of the Buddha-The Noble Eightfold Path	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 8 7. Right Mindfulness	Use the body as the foundation of mindfulness.	Demonstrate mindfulness of the four Postures (sitting, standing, walking, lying down).	Demonstrate mindfulness of bodily sensations.	To practise mindfulness of body including postures, their associated sensations as well as breathing.	Demonstrate mindfulness of Breathing through formal sitting meditation.	Complete the Tai Chi exercise incorporating mindfulness of movements, bodily sensations as well as breathing.	
Week 9 8. Right Concentration	Students understand what Right Concentration is.	Students practice: The Vairocana Seven-Point Meditation Posture. Note: the Vairocana Seven-Point Meditation posture: 1. Legs crossed 2. Hands in the lap, or on the knees 3. Back (spine straight) 4. Shoulders spread like a vulture’s wings 5. Head and Neck (chin slightly lowered) 6. Mouth (tip of the tongue touching the palate) 7. Eyes (gazing past the tip of the nose)	Develop concentration on an object e.g. breath, candle light, etc. to develop one-pointedness of the mind.	Students understand that Right Concentration is training the mind so that it can maintain calm and clarity.	Students demonstrate the Vairocana Seven Point Meditation Posture without guidance.	Students demonstrate the techniques of the “Counting the breath” method of meditation.	Students apply the “counting the breath” method of mediation to develop Right Concentration in everyday situations.

SRE Scope and Sequence

Term 3 Follow the Path of the Buddha- The Noble Eightfold Path	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 10 A Review of the Noble Eightfold Path	Students can understand the noble eightfold in their daily life	Students can give examples of the Noble Eightfold Path.	Listen to “One Day in the Temple”, and relate the Noble Eightfold Path to life in the Temple. Note: “One Day in the Temple” is a book on the daily routine of the monastic community.	Students readily apply the Noble Eightfold Path in everyday life.	Students devise a daily routine or set of activities that reflect at least three aspects of the Noble Eightfold Path. Share them with the class.	Successfully complete all the tasks in the Buddhist Board game “Dear Buddha, Where Are you?” – Follow the footsteps of the Buddha Note: The tasks are designed based on the Noble Eightfold Path. For more information on the boardgame, please visit http://thebbep.org/boardgame-2/	

SRE Scope and Sequence

Term 4 Buddhism as a Way of Life	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
<p>Week 1</p> <p>The Four Noble Truths as a framework for problem solving</p>	<p>Recognise that the Four Noble Truths are similar to treating an illness.</p>	<p>Students can compare the Four Noble Truths with the course of an illness. The truth of suffering identifies the disease; the truth of its cause represents the cause of the sickness; the truth of its cessation means that one has recovered from the illness; and the truth of the Path is the prescribed medication for the illness.</p>	<p>Understand the Four Noble Truths in the law of cause and effect.</p> 	<p>Recognise that the purpose of practising Buddhism is to be free from all afflictions caused by greed, anger and ignorance; and to ultimately attain peace and happiness.</p>	<p>Recognise the Four Noble Truths as a framework for problem solving in everyday life.</p> <p>Find examples to illustrate how this framework helped solve a problem.</p> <p>For example, you had too much sugar and are now feeling sick (know dissatisfaction); becoming aware that you are addicted to sugar (the cause of dissatisfaction); you are no longer addicted to sugar (end the cause of dissatisfaction) because you find healthy alternatives to sugar (practise the path, and acknowledge the cessation of dissatisfaction).</p>		
<p>Week 2</p> <p>First Noble Truth</p> <p>The truth of dissatisfaction</p>	<p>Understand the truth of dissatisfaction.</p>	<p>Recognise that everyone has some sort of dissatisfaction - some more, some less.</p> <p>It is more important to recognise the positive meaning of dissatisfaction.</p>	<p>Students identify the nature of dissatisfaction and recognise its unfixed and fluid nature.</p>	<p>Recognise at least five of the Buddhist classifications of dissatisfaction - birth, old age, sickness, death, being apart from those we love, being with those we dislike, not getting what we want, and the suffering of the Five Aggregates.</p>		<p>Identify the unfixed and changing nature of dissatisfactions.</p> <p>Students record in their Reflective Journal an incident or a conflict that troubles them now, and monitor its intensity on a scale of 1-10 over a week. They then report back if the intensity remains consistent, or has changed over the course of the week.</p> <p>* Reflective Journal would be given out at the beginning of the class for them to keep for the rest of the year.</p>	

SRE Scope and Sequence

Term 4	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Buddhism as a way of life							
Week 3 Second Noble Truth – <i>the cause of dissatisfaction</i>	Understand that there is a cause of dissatisfaction.	Identify possible causes of common illnesses and pains. For example, toothache, indigestion, sore eyes, obesity. Recognise how the result will be different once the cause is addressed.		Recognise that to eliminate suffering, one must put an end to its cause.	Identify the root causes of the dissatisfactions that afflict us, i.e., greed, anger and ignorance.	Analyse the result of addressing the root cause of mental dissatisfactions, and recognise the Cause-and-Effect relationship.	
Week 4 Third Noble Truth – <i>the cessation of dissatisfaction</i>	Understand that when suffering is known and the cause is removed, one can reach the Third Noble Truth: the end of dissatisfaction.	Students understand that once they make different choices, the result will also change.		Understand that cessation does not mean to cease to exist, but rather refers to the cessation of afflictions and the attainment of purity.	Students recall a time when their mind was peaceful and joyful, and recognise that this state of mind is like that of the cessation of dissatisfaction.	Recognise the fact that everyone can achieve the cessation of dissatisfaction in every moment by working on the cause of dissatisfaction. Students can also record an entry into their Reflective Journal about how they felt when a dissatisfaction was solved.	
Week 5 Fourth Noble Truth – <i>the path leading to the cessation of dissatisfaction</i>	Understand that to reach happiness, it is most important to act to remove dissatisfaction.	Identify appropriate actions required to remove the dissatisfaction.		Understand that the Path leading to the cessation of dissatisfaction refers to the Noble Eightfold Path.	Recap on the Five Precepts, Six Perfections and the Noble Eightfold Path.	Write their own “Turning Point Story,” describing how they turned an issue around to create a positive outcome using the Buddhist teachings.	

SRE Scope and Sequence

Term 4 Buddhism as a way of life	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
<p>Week 6</p> <p>From the Four Noble Truths to the Four Universal Vows</p>	<p>Recognise the Four Great Bodhisattvas and their qualities.</p>	<p>Students can recall the Four Noble Truths and identify their corresponding Four Great Bodhisattvas.</p> <p>Dissatisfaction - The Bodhisattva of Great Compassion who helps all beings overcome dissatisfaction.</p> <p>Cause of Dissatisfaction - The Bodhisattva of Great Wisdom who eradicates the cause of dissatisfaction with great wisdom.</p> <p>Cessation of Dissatisfaction - The Bodhisattva of Great Vows who delays his own Buddhahood until all beings are liberated.</p> <p>Path leading to the Cessation of Dissatisfaction - The Bodhisattva of Great Conduct who shows all beings how to walk the Path.</p>		<p>Understand that the Four Universal vows are the deep commitment and great promises developed from the Four Noble Truths.</p>	<p>In groups, present the Four Great Bodhisattvas and their corresponding Universal Vows, and find modern day examples of people who model themselves on the Bodhisattva's commitment and conduct.</p>	<p>Identify the connection between the Four Noble Truths and the Four Universal Vows:</p> <ol style="list-style-type: none"> 1. The Truth of Dissatisfaction - Sentient beings are infinite, I vow to liberate them. 2. The Cause of dissatisfaction - Afflictions are infinite, I vow to eradicate them. 3. The Cessation of dissatisfaction - Buddhahood is supreme, I vow to attain it. 3. The Path to the Cessation of dissatisfaction - Dharmas are inexhaustible, I vow to study them. 	

SRE Scope and Sequence

Term 4 Buddhism as a way of life	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
<p>Week 7</p> <p>I am a Bodhisattva</p> <p>-Three Acts of Goodness and Four Givings</p>	<p>Recognise that the Three Acts of Goodness represent the Four Great Bodhisattvas in action.</p>	<p>Understand that the practice of the Three Acts of Goodness - Do Good Deeds, Say Good Words and Think Good Thoughts - are the practice of the Bodhisattvas.</p>		<p>Apply the Three Acts of Goodness, and Four Givings (give Hope, Ease, Confidence and Joy) in everyday life.</p>	<p>Recognise that Great Bodhisattvas give Hope, Ease, Confidence and Joy to all beings through the Three Acts of Goodness.</p>	<p>Students design a “Three Acts of Goodness” project that exemplifies the Four Givings. For example, collect non-perishable items to give to needy families over Christmas.</p> <p>To present the project in Week 9.</p>	
<p>Week 8</p> <p>Holding True to the Original Intent of Buddha</p>	<p>Students apply the Three Acts of Goodness in their daily life.</p>	<p>Students depict how they implement the Three Acts of Goodness in their daily life through drawings.</p>		<p>Students collectively implement the Three Acts of Goodness in class.</p>	<p>Students present the Three Acts of Goodness through Role Play.</p>	<p>Report on a class project on Three Acts of Goodness, including why they chose the project and how they are going to implement it.</p> <p>Note: a project kit will be provided.</p>	

SRE Scope and Sequence

Term 4 Buddhism as a way of life	Learning Outcomes (K-Yr3)	K-2	Year 3	Learning Outcomes (Yr4-6)	Year 4	Year 5	Year 6
Week 9 The Buddhist Community	Understand that Buddhist communities, such as Fo Guang Shan, allow us to practice and bring forth greater good together.	Learn about the Monastic community established by the Buddha, and hear some stories of the Great disciples of the Buddha.		Learn about the various traditions and Buddhist communities that practise the Path together.	Identify the three major schools of Buddhism, and their characteristics. Note: the three schools are: Mahayana, Theravada, Tibetan school.	Pick a major school of Buddhism and research on one of the unique features of the school, e.g. robes, rituals, etc. Present the finding to the class.	
Week 10 Presentation of awards	Celebration of hard work, dedication and commitments Recognition of achievements by students.	Present the following awards to the students based on their class performance during the year: The Four Great Bodhisattva Awards: 1. Great Compassion 2. Great Wisdom 3. Great Vows 4. Great Practice 5. Three Acts of Goodness (3G) & Four Givings (4G) award					

End of the scope and sequence

Appendix

The process of understanding in the Buddhist framework comprises of four stages – Hearing, Reflection, Practice, Realisation (please see graph below).

This scope and sequence aims to reflect this process through progressional learning indicators.

K-2 aims to achieve the stage of Hearing, Yr 3 aims to achieve the stage of Reflection, while Year 4 aims to put learning into practice and Year 5 & 6 aims to apply learnings in daily life.

In addition, Yr 5 & 6 students also keep a reflective journal as part of the contemplative pedagogy adopted for this scope and sequence.

The Process of Understanding

Hearing 聞	Understand the reading and prepare for discussion
Reflection 思	Reflections of the reading through contemplation
Practice 修	Making connection with the reading. How does what I am reading relate to my life?
Realization 證	After reading this, what are my insights and learning? How would I apply this in my life?

Glossary

Avatamsaka Sutra: One of the most influential Buddhist texts of Mahayana Buddhism.

Bodhisattva: A sentient being who understands the basic teachings of the Buddha and is committed to helping other sentient beings.

Breathing Meditation: In this meditation, students sit with eyes closed or partially closed and turn their attention to their breathing. Breathe naturally, preferably through the nostrils, without attempting to control their breath, and try to become aware of the sensation of the breath as it enters and leaves the nostrils. This sensation is the object of meditation.

Eightfold Noble Path: When the Buddha first awakened, he taught eight methods for cultivating the the Way towards awakening in order to liberate all sentient beings from affliction and suffering. Together they are called the “Noble Eightfold Path.” They are: 1) Right View; 2) Right Thought; 3) Right Speech; 4) Right Action; 5) Right Livelihood; 6) Right Effort; 7) Right Mindfulness; and 8) Right Concentration.

Five Harmonies: 1) Individual harmony achieved through joy; 2) Interpersonal harmony achieved through respect; 3) Family harmony achieved through deference; 4) Social harmony achieved through cooperation; 5) World harmony achieved through peace.

Five Precepts: The principles of conduct and discipline that were established by the Buddha for wholesome and harmonious living. They are: 1) do not kill; 2) do not steal; 3) do not lie; 4) do not engage in sexual misconduct; and 5) do not take intoxicants.

Four Givings: 1) Give others confidence; 2) Give others joy; 3) Give others hope; 4) Give others convenience.

Four Great Bodhisattvas: Represents the deep commitment and great promises developed from the Four Noble Truths. They are represented by Manjusri, Samantabhadra, Kisitgarbha, and Avalokitesvara Bodhisattvas.

Four Noble Truths: A foundation and essential teaching of Buddhism that describes the presence of suffering, the cause of suffering, the path leading to the cessation of suffering, and the cessation of suffering.

Four Universal Vows: Four vows that are said to initiate the seed of awakening in a practitioner if sincerely taken to heart. They are (1) sentient beings are infinite; I vow to liberate them, (2) afflictions are endless; I vow to eradicate them, (3) dharmas are inexhaustible; I vow to study them, (4) Buddhahood is supreme; I vow to attain it.

Humanistic Buddhism: Buddhism practiced in a way that is engaged with the world and life-affirming. Major tenets include the integration of Buddhism with life and the creation of a “pure land on Earth.” Venerable Master Hsing Yun is a proponent of Humanistic Buddhism.

Loving Kindness Meditation: A meditation practice of wishing ourselves and all living beings wellbeing and happiness. The focus is the feeling of the heart and the quality of loving kindness. It is done so we send out thoughts of good will towards ourselves and others. Whatever good things we wish to ourselves, we also wish to others.

Mahayana: Literally, “Great Vehicle” and one of the major categories of Buddhism. Mahayana promotes the idea of the bodhisattva path, striving to end the suffering of all sentient beings. Mahayana speaks of many Buddhas throughout the cosmos and asserts that we all have Buddha nature.

Mara: A malevolent being that embodies desire and is an adversary of the Buddha. The name is also used to refer to mental qualities that impede spiritual progress.

Meditation: an effective means for cultivating a calm and focused mind. It is an important part of the mental development Buddhists believe is necessary to gaining wisdom and awakening. There are various types of meditation, most of which essentially emphasise concentration on either an object or concept, as well as correct posture and awareness of breathing.

Middle Path (Middle Way): The path between the extremes of hedonism and extreme asceticism taught by the Buddha.

One Teaching: The teaching of the Four Noble Truths by the Buddha.

Seven Admonitions: The Five Precepts with the addition of prohibitions against gambling and violence.

Six Perfections: The six perfections are the six forms of practice for Bodhisattvas to attain Buddhahood. They are: 1) Giving; 2) Morality; 3) Patience; 4) Diligence; 5) Meditative Concentration; and 6) Wisdom.

The Four Bases of Mindfulness: Allow us to use mindfulness so that we do not mistake impurity for purity, suffering for happiness, impermanence for permanence, and what has no independent self for something that does. They are: 1) Mindfulness of the body, 2) Mindfulness of Feelings, 3) Mindfulness of the Mind, 4) Mindfulness of Phenomena.

The Six Reverent Points of Harmony: A set of Buddhist regulations grounded on consideration and mindfulness of others. They are: 1) physical unity by living together, 2) verbal unity by not criticising others, 3) mental unity through shared joy, 4) moral unity through upholding the same precepts, 5) doctrinal unity in views, and 6) economic unity through sharing.

The Vairocana Seven Point Meditation Posture: One of the methods for achieving balance of the mind and body in seated meditation. They are: 1) Full lotus or half lotus pose, 2) Hands in the meditation mudra, 3) withdrawn gaze, 4) tip of tongue resting on palate, 5) chin tucked in, 6) relaxed shoulders, 7) erect spine.

Threefold Training: The Buddha identified the threefold training as training in: 1) morality, 2) samadhi, 3) insight.

Three Acts of Goodness: Do good deeds, Speak good words, Think good thoughts.

Two Assemblies: Refer to monastics and laity, both of whom help to propagate Buddhism.

- ✓ The delivery of our curriculum is taught with sensitivity and in an age appropriate manner
- ✓ Our teachers are trained in the use of classroom technology such as interactive whiteboards and digital projectors.
- ✓ Regular ongoing training which includes classroom management strategies and implementation of the curriculum occurs.
- ✓ Review of SRE teaching which including teacher self-reflection, student feedback, classroom observation, supervisor feedback, mentor support and adherence to the authorised curriculum occurs.
- ✓ We reporting the results of the review process which is part of our annual assurance process and includes a description of efforts to address identified issues such as further training and mentor support.
- ✓ We approve all materials and internet resources that are identified for use by SRE teachers

We review and update SRE curriculum every 3-5 years, taking into consideration instruction and assessment to reflect the needs of the students. We will also need to adjust the contents of the lessons to correspond with new standards and latest trends and research in education from time to time. For more information, please contact:

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