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This is a core textbook for Buddhism at GCSE and for Religious Education generally at Key Stage Four and above. It offers a factual account of the beliefs and practices of the religion, and includes activities and questions which encourage empathy and personal reflection.

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Many people feel the positive effect of meditation, but seem to be "stuck" without being able to go past a certain point. I must hasten to add that this "new approach" is fully consistent with Buddha Dharma and not an invention of mine. It is just another way and - hopefully a refreshing way - to look at meditation. 2.

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Get FREE shipping on A New Approach: Buddhism 2nd Edition by Steve Clarke, from wordery.com. The books are ideal preparation for GCSE religious studies long and short courses, as well as being an invaluable resource for non-examined courses at key stage 4.The key features within the book lead students through the

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china reports 49 new coronavirus cases Mainland China reported 49 new COVID-19 cases on Nov. 2, from 24 a day earlier, the national health authority reported on Tuesday.

New interpretations of the central teachings of early Buddhism, mainly the relationship between identity and perception in early Buddhism.

New interpretations of the central teachings of early Buddhism, mainly the relationship between identity and perception in early Buddhism.

The role of Religious Education within the primary school and how it should be implemented has been the subject of worldwide debate. Responding to the delivery of the non-statutory framework for RE and the recent emphasis on a creative primary curriculum Primary Religious Education - A New Approach models a much needed pedagogical framework, encouraging conceptual enquiry and linking theory to its implementation within the wider curriculum in schools. The book outlines this new conceptual approach to Religious Education and is based upon the living Difference syllabus successfully implemented in Hampshire, Portsmouth, Southampton and Westminster. It demonstrates how to implement the requirements of the new QCA curriculum and Ofsted criteria for effective RE and is rapidly gaining both national and international support. Through this approach, Religious Education is discussed within the larger context of primary education in the contemporary world. This book will help you to teach RE in a creative way in the primary classroom by providing: historical commentaries an overview of existing approaches case studies based upon developments in religious literacy connections to initiatives such as Every Child Matters and cross-curricular links to other areas of the curriculum, including PSHE. With an all-encompassing global context, this book provides tutors, students and practicing teachers with a firm basis for developing their thinking about the subject of RE, how it is placed in the primary curriculum and how it may be successfully implemented in schools.

This book identifies what is meant by sati (smṛti), usually translated as 'mindfulness', in early Buddhism, and examines its soteriological functions and its central role in the early Buddhist practice and philosophy. Using textual analysis and criticism, it takes new approaches to the subject through a comparative study of Buddhist texts in Pali, Chinese and Sanskrit. It also furnishes new perspectives on the ancient teaching by applying the findings in modern psychology. In contemporary Buddhism, the practice of mindfulness is zealously advocated by the Theravada tradition, which is the only early Buddhist school that still exists today. Through detailed analysis of Theravada's Pali Canon and the four Chinese Agamas - which correspond to the four main Nikayas in Pali and belong to some early schools that no longer exist - this book shows that mindfulness is not only limited to the role as a method of insight (vipassana) meditation, as presented by many Theravada advocates, but it also has a key role in serenity (samatha) meditation. It elucidates how mindfulness functions in the path to liberation from a psychological perspective, that is, how it helps to achieve an optimal cognitive capability and emotional state, and thereby enables one to attain the ultimate religious goal. Furthermore, the author argues that the well-known formula of ekaayano maggo, which is often interpreted as 'the only way', implies that the four satipa.t.thaanas (establishments of mindfulness) constitute a comprehensive path to liberation, and refer to the same as kaayagataa sati, which has long been understood as 'mindfulness of the body' by the tradition. The analysis shows that kaayagataa sati and the four satipa.t.thaanas are two different ways of formulating the teaching on mindfulness according to different schemes of classification of phenomena.

The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features: concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

Buddhist studies is a rapidly changing field of research, constantly transforming and adapting to new scholarship. This creates a problem for instructors, both in a university setting and in monastic schools, as they try to develop a curriculum based on a body of scholarship that continually shifts in focus and expands to new areas. Teaching Buddhism establishes a dialogue between the community of instructors of Buddhism and leading scholars in the field who are updating, revising, and correcting earlier understandings of Buddhist traditions. Each chapter presents new ideas within a particular theme of Buddhist studies and explores how courses can be enhanced with these insights. Contributors in the first section focus on the typical approaches, figures, and traditions in undergraduate courses, such as the role of philosophy in Buddhism, Nagarjuna, Yogacara Buddhism, tantric traditions, and Zen Buddhism. They describe the impact of recent developments-like new studies in the cognitive sciences-on scholarship in those areas. Part Two examines how political engagement and ritual practice have shaped the tradition throughout its history. Focus then shifts to the issues facing instructors of Buddhism-dilemmas for the scholar-practitioner in the academic and monastic classroom, the tradition's possible roles in teaching feminism and diversity, and how to present the tradition in the context of a world religions course. In the final section, contributors offer stories of their own experiences teaching, paying particular attention to the ways in which American culture has impacted them. They discuss the development of courses on American Buddhism: using course material on the family and children; the history and trajectory of a Buddhist-Christian dialog; and Buddhist bioethics, environmentalism, economic development, and social justice. In synthesizing this vast and varied body of research, the contributors in this volume have provided an invaluable service to the field

The notion of 'view' or 'opinion' (ditthi) as an obstacle to 'seeing things as they are' is a central concept in Buddhist thought. Through its argument this book makes a valuable addition to the study of Buddhist philosophy.

EDITORS' INTRODUCTION This volume is a collection of papers presented at the international workshop on "Buddhist Approach to Global Education in Ethics" which is being held on May 13, 2019, at International Conference Center Tam Chuc, Ha Nam, Vietnam on the occasion of the 16th United Nations Day of Vesak Celebrations 2019. The aim is to throw new light on the values of the global ethical system with a focus on the Buddhist approach in deepening our understanding of how Buddhist ethics can deliver a social change in the globalized world. REVIEW OF CONTENTS Prof. P. D. Premasiri in his paper titled "Universally valid ethical norms of Buddhism applicable to global education in ethics" deals with hindrance in determining the basis for global education in ethics and providing undeniable facts about the diversity involved in ethical norms, principles and attitudes of various global communities. The author also discusses the characteristics of Buddhist teaching on a humanistic approach to the moral life with perceptions of enlightened humans, i.e. 'Knowledgeable Persons' (vijñā puriṣā). The paper places further emphasis on the necessity to draw the attention of educators to train the minds of humans on ethical choices in accordance with such decisions. The paper entitled "Teaching Buddhist Ethics through the Life of the Buddha and Jesus" by Abraham Velez De Cea has proposed a new approach to the Buddhist ethical way of teaching and its application through interpretations of the Buddha's life from the perspective of virtue ethics and meditation. The purpose is to heighten the Buddhist contribution being made to global education in ethical issues. The paper is divided into two parts, Buddhist ethics as a form of virtue ethics and secondly, interpretation of the Buddha's teachings from the perspective of virtue ethics and meditation.

This indispensable volume is a lucid and faithful account of the Buddha's teachings. "For years," says the Journal of the Buddhist Society, "the newcomer to Buddhism has lacked a simple and reliable introduction to the complexities of the subject. Dr. Rahula's What the Buddha Taught fills the need as only could be done by one having a firm grasp of the vast material to be sifted. It is a model of what a book should be that is addressed first of all to 'the educated and intelligent reader.' Authoritative and clear, logical and sober, this study is as comprehensive as it is masterly." This edition contains a selection of illustrative texts from the Suttas and the Dhammapada (specially translated by the author), sixteen illustrations, and a bibliography, glossary, and index.

This companion to volume 9 continues the story of Dr B.R. Ambedkar and his role in the revival of Buddhism in India. It includes a celebration of the fiftieth anniversary of Dr Ambedkar's conversion to Buddhism, a commentary on Dr Ambedkar's article 'Buddha and the Future of His Religion', articles on the mass conversion in 1956, an account of Sangharakshita's visit to Nagpur at the time of Dr Ambedkar's death, and notes from some of the hundreds of talks Sangharakshita gave in India during the next few years, as well as later talks he gave both in India and in the West.

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