

## **AGREED SYLLABUS**

Welcome to the Agreed Syllabus for Religious Education for the Borough of Swindon.

### **The importance of religious education**

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

## **Introduction**

This Agreed Syllabus is the revised version of the syllabus *Thinking Together*. It is the legal document to be followed for the teaching of religious education in Swindon. It has been published following the launch of the National Framework for religious education by the Qualifications and Curriculum Authority(QCA). This is a welcome document which has been used to inform the revisions in this syllabus.

## **The Legal Requirements**

The Education Act 1996 requires that:

- religious education should be taught to all students other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers rights are safeguarded should they wish to withdraw from the teaching of religious education.
- religious education in all community and voluntary controlled schools should be taught in accordance with the Agreed Syllabus.
- an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain.
- an Agreed Syllabus should *reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions in Great Britain.*
- an Agreed Syllabus “must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.
- an Agreed Syllabus conference must be convened every five years to review the existing syllabus.

## **The Status of Religious Education within the Curriculum**

Section 352 of the Education Act 1996 identifies the distinctive place of religious education as part of the basic curriculum alongside the National Curriculum. Religious education is to have equal standing in relation to the core and foundation subjects within the school. It differs from the subjects of the National Curriculum only in that it is not subject to national prescription in terms of attainment targets and programmes of study. It is a matter for the Agreed Syllabus Conferences to recommend locally prescribed procedures for the LEA.

## **Time for Religious Education**

It is recommended that the following minimum hours should be devoted to religious education, and the programmes of study have been designed with these time recommendations in mind:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year
- Key Stage 3: 45 hours per year
- Key Stage 4: 45 hours per year

- Key Stage 5: there is no recommended minimum time allocation

*Collective worship is not part of the taught day and cannot be considered as part of the recommended time for teaching the Agreed Syllabus.*

The requirement to teach religious education does not apply to nursery classes but it does apply to children in Reception classes.

### **Aims of the Agreed Syllabus for Religious Education**

#### **Religious Education will:**

- Start from the pupil's own perspective and create space within learning in which the pupil's knowledge, ideas, attitudes, values, beliefs and spirituality are recognised and articulated.
- Develop the pupils' use of language, reinforcing and introducing them to linguistic tools which will enable them to learn to think critically and express their developing ideas, values, beliefs and spirituality.
- Be enjoyable, encourage a love of learning and a desire to engage in lifelong learning

Pupils will have the opportunity to:

- Build knowledge and understanding of the beliefs and practices of Christianity and the other principal world faiths and to encounter the insights and understandings of other religious traditions and secular world views.
- Focus and reflect critically on a range of visions, wisdom and truth claims belonging to the world's religious traditions and secular world views
- Explore right and wrong, morality and ethics, within religion and human experience.
- Develop their own creativity and spirituality, and an appreciation of creativity and spirituality of others.
- Develop their own perspectives, conclusions and responses to the issues raised by religion and human experience.

## **Skills to be developed in Religious Education**

Our teaching must stimulate curiosity, and develop children's sense of exploration and discovery. We aim to help children understand that questions in RE are in the main contentious, and that worthwhile questions in RE will seldom simply be answered by facts. In RE we aim to develop a classroom where inquiry is the norm – children are encouraged to look for alternative possibilities and to be open-minded and flexible in their thinking. We aim to teach children to think for themselves, become reflective learners and draw their own conclusions.

A broad and secure base of skills which underpins the ability to think, reason, reflect and articulate ideas, and that is applicable to the whole curriculum, is vital in giving children access to good religious education. These skills are **cumulative** across the key stages and include:

### **Investigation – I can search for answers:**

- © I can ask appropriate questions;
- © I can gather evidence from many different sources e.g. people, texts, artefacts, media, ICT;
- © I can discover criteria and explore concepts and their boundaries e.g:
  - o a friend is...(definition). Is a parent or a pet a friend?
  - o a human is (definition)...Is a foetus a human?
  - o God is.....(definition). What is God like?
- © I do not jump to conclusions – well not too often!
  - o just because X says it is true does not mean that it is true;
  - o just because X is usually what happens, does it mean that it will always happen?
- © I can find and suggest solutions.

### **Interpretation – I can interpret words, actions, events, symbols and artefacts:**

- © I can give examples of how humans try to make sense of their experience e.g. “I was sad then my Grandad died”;
- © I can suggest meaning of my own e.g. “I think...because”;
- © I can explain the meanings that are given by others;
- © I can see implications – of actions; of events; of words; of belief, e.g:
  - is X implying that he is right and others are wrong?
  - I know that if I behave like this then there will be consequences;
  - I know that belief affects behaviour;

- © I can imagine and reflect on other possibilities e.g. “Have you ever thought about...creation, death, loss, awe and wonder?”
- © I can develop and expand my own ideas.

**Analysis and Evaluation – I can develop an argument:**

- © I can voice my opinions and my ideas;
- © I can give my reasons;
- © I can look for explanations;
- © I can consider alternatives;
- © I can seek reasons – from others; from myself;
- © I can explore agreement and disagreement;
- © I can search for and weigh up evidence;
- © I can use examples to show how an argument is weak or strong;
- © I can make considered and reasoned judgements.

**Synthesis – I can link ideas to make the bigger picture clearer:**

- © I know that others including those of faith communities can share common values and ideas e.g:
  - The value of community life;
  - that charity is important;
  - that killing is wrong.

**Application – I can apply the learning gained in AT1 to my own and other people’s beliefs, ideas and experiences (AT2):**

**Links:**

- © a Muslim thinks that respect is important because... respect is important to me because...
- © a celebration is important to many believers...human beings like to celebrate because...
- © I know and can explain that there are connections between the values held both between members of different faith communities and those with no faith at all e.g. value of life.

### **Distinctions:**

- © I can make distinctions – does everyone think the same? Are there different beliefs about the same concept, e.g.:
  - what happens after death?
  - Is Jesus the son of God?
  - forgiveness

### **Communication – I can communicate my thoughts, ideas, beliefs and values:**

- © I can state my opinion about matters of fact and of deep concern;
- © I can empathise with the opinions and concerns of others;
- © I can stick to the point in discussion – I can connect what someone says to the topic we are discussing. I can show others how a comment helps us with the topic we are discussing;
- © I can say “I think this idea will help us...”. I can say “Today in RE I have learned...”;
- © I can accept criticism – I know that I may be wrong; I know there are other points of view; I can argue against my own ideas;
- © I can correct myself: “I am trying to say...” “I did think...but now I think...”;
- © I know that I can make mistakes safely in this classroom so that I can learn.

The teacher will identify several skills for development within each unit of work taught. This will normally be two or three skills for development in each half term.

## **Attitudes in religious education**

The following attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

self-awareness  
respect for all  
open-mindedness  
appreciation and wonder.

Self-awareness in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when those views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias.
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose

## **Breadth of Study**

The Foundation Stage focuses on the needs of children aged three to the end of the Reception year in primary school. There is a legal obligation to deliver religious education to reception class children within the Foundation stage according to the local Agreed Syllabus. The guidance in this section will help contribute to what children are expected to achieve by the end of the reception year as identified in the early Learning Goals. There are particularly useful links with

- personal and social development
- communication, language and literacy
- knowledge and understanding of the world
- creative development

Children will have the opportunity to:

share enjoyment of a celebration at home or at school  
recognise that not people belong to the different cultures and communities  
hear a range of stories from different faiths and cultures  
explore artefacts  
listen to a variety of music from different cultures  
listen to stories that focus on feelings and emotions  
experience “quiet times” for reflection  
be introduced to belief in God as important for some people.  
experience beauty and wonder in the natural world.  
hear and use some basic religious vocabulary  
ask questions and express curiosity , wonder and delight

## **Knowledge and Understanding of Religion**

Pupils should:

hear stories from the Bible and other sacred texts as appropriate

become aware of special times that are celebrated e.g, birthdays , festivals that are important to the children in the class. They should become aware that some festivals/ celebrations are important to certain groups of people.

become aware of people who love them , take care of them and who are special to them in other ways.

begin to be aware of their own uniqueness and significance.

become aware that prayer is about talking to God and know that people pray in different ways and different places but that there are special places of worship that are important to some communities. They should take part in school worship and begin to recognise some prayers and songs that make reference to God.

begin to know some symbols associated with faiths represented in their class and the names for some of these e/g. cross, prayer mat, menorah etc.

learn about special buildings and places of worship and what is significant about them.



have opportunity to explore their own feelings and the sense of a special occasion in their home lives or in the life of the school

### **Learning from Religion**

Pupils should:

make a response to a story that they have heard with their own feelings and ideas

share feelings around a significant event or celebration

ask questions

respond in creative ways

listen to what others have to say and being respectful when handling special objects

show and express wonder at the world around them

express joy , excitement etc.

### **Questions that indicate breadth and depth of study for the foundation stage.**

Who is special to me? Why is God special to some people? How do people talk to God? How am I special?

What stories do I enjoy? What stories from Holy Books are special to some people?

Why do we say thank you / sorry? Why do some people say thank you/sorry to God?

Where do I belong? Where do others belong?

What do I like to celebrate? How do other people celebrate?

What places are special to me? What places are special to others?

**The Swindon Syllabus for Key Stage 1 and 2** offers four curriculum models for primary schools. Each model provides for a major and minor focus as well as the principal Christian focus. The school will be able to select what they consider to be the most appropriate model for their school and community.

**At Key Stage 1** children will learn about and from Christianity and one other world faith which will become the **major focus** for the school.

**At Key Stage 2** children will continue with learning about and from Christianity and will continue to study the religion selected for Key Stage 1.

In years 5/6 they will be introduced to a further faith which will become the school's **minor focus**.

In addition pupils will have the opportunity to encounter up to two other faiths. This may be done by using materials from the Programmes of Study, or by providing an "Re Day" e.g. "*Hindu Experience Day*" where pupils will have the opportunity to, for example,

- visit a place of worship
- receive a visitor from the faith
- engage in art/drama/dance/music to explore some stories from the faith

In years 5/6 pupils will have the opportunity to compare/contrast two or three particular aspects of the faith that they have studied.

It is not essential that the units of work are taught in any particular order.

**The following questions indicate the breadth of study for Key stage 1 and 2:**

### **Key Stage 1**

- How do religious families and communities practise their faith?  
*How am I valued by my family and community?*
- How is the place of worship important to believers?  
*What buildings/places are significant or special to me?*
- Which Holy books inspire and teach faith communities? What do sacred texts say about God, the world and human life?  
*Which stories mean a lot to you and make you think?*
- Who are significant people to faith communities?  
*Who are the special people in my life?*
- How do leaders of the faith communities and sacred texts help people understand about God and live their daily lives?  
*Who or what helps me understand how I should live with others?*
- How do people of faith celebrate?  
*What celebrations are important to me?*

- How and why is prayer important for members of a faith community?  
*What do I think about prayer?*

## **Key Stage 2**

- How do sacred texts present a challenge to members of a faith community and influence their decisions and actions?  
*What sources of authority influence my decisions and actions?*
- How are religious and spiritual ideas expressed in buildings, symbols, worship and the arts?  
*What inspires you?*
- What different sorts of writing do we find in sacred literature? How does the written word inspire and guide members of the faith community?  
*In what sense do you consider writing from sacred literature to be true?*
- How do members of a faith community respond to issues of human rights, social justice, and the importance of the environment?  
*What do I think about these issues?*
- What does it mean to go on a pilgrimage? What commitment is involved?  
*How do I demonstrate commitment to an institution or to a value or belief?*
- How is God represented in different faiths?  
*How do I make sense of different ways in which God is represented?*  
*What do I believe about God?*
- What religions are found in our community and what contribution does this make to local life?  
*How do conversations with members of a religious community help me to understand their faith and my own values and beliefs?*
- How is hope for the future expressed in religion and in ideas about life and death?  
*What is my hope for the future? How can I make a difference?*

This approach will ensure that pupils study two faiths in some depth, but will also have the opportunity to acquire some knowledge and understanding of other faiths represented in the Borough of Swindon. It will also ensure that the religious education curriculum in Swindon is broad and balanced, so that by the end of Key Stage 3 pupils will have encountered the five principle religions in sufficient depth.

**At Key stage 3** pupils will continue to have a broad and balanced curriculum and will study Christianity, Buddhism, Hinduism and Sikhism but will make links between concepts that are common to all the religions they have studied as well as being aware of those that are specific to particular faiths.

They will have the opportunity to evaluate some Jewish and Islamic concepts as expressed in beliefs, values and practices within specific situations and justify their response to difference recognising the challenges this raises for society.

It is essential that religious education enables pupils to share their own beliefs, viewpoints and ideas whether they come from religious backgrounds or have no attachment to religious beliefs and practices. Pupils should have the opportunity to reflect upon the importance of interfaith dialogue to make reasoned and informed choices about difference, appreciating the challenges of faith in responding to questions of meaning and purpose.

**At Key Stage 4** it is the expectation that pupils will follow a GCSE short or long course in religious studies or religious education.

In schools where students are not studying religious studies or religious education to GCSE specification the schools own certificated course should be provided, applying the enquiry and skills identified for Key stage 4 in the appendix to the Agreed Syllabus.

The short course GCSE is designed to be delivered in 5% of curriculum time, 70 hours across Key Stage 4. In the case of a certificated course, the minimum recommended time is 45 hours per year. It is a legal requirement to include religious education in both years 10 and 11. It is recommended that courses followed at Key stage 4 will include the study of two religions.

Key Stage	Principal Focus	Major Focus	Minor Focus	Encounter	Comparative and Contrasting Concepts
Key Stage 1	Christianity	Islam or Judaism or Hinduism or Sikhism	---		-----
Key Stage 2	Christianity	Continued from KS 1	Islam or Judaism Hinduism or Sikhism	Faiths not taught as major or minor focus	Christianity, Islam, Judaism
Key Stage 3	Christianity	Buddhism or Hinduism and Sikhism	Buddhism or Hinduism and Sikhism	Islam, Judaism Secular philosophies and world views	Chosen from within Christianity and one or more principal world faiths or other religious traditions as school feels appropriate
<b>14-19 Curriculum</b>  SACRE recommends that students follow a qualification approved under section 96 i.e. Short or Full Course GCSE RE or the school's own certificated course.	Christianity	-----	-----		Chosen from within Christianity and one or more principal world faiths or other religious traditions as school feels appropriate with a minimum of two concept targets explored through Islam.

## **World Faiths for Study : The requirements for the study of world faiths are:**

By the end of Key Stage 3 students will have encountered all 6 principal religions, Christianity + 4 of these faiths will have been studied in depth. Students will also have encountered a selection of other religious traditions, secular philosophies and world views as appropriate to the context of the schools in which they have attended.

A principal focus : This refers to Christianity which must be studied at each key stage.

A major focus : This refers to the faith other than Christianity that you have chosen to study at depth in each key stage.

A minor focus : This refers to a 3<sup>rd</sup> faith that you have chosen to look at in a systematic way but not in as much depth.

An Encounter : This refers to a 4<sup>th</sup> faith or faiths or world view that you have chosen to look at. There will be no attempt at a systematic study of this faith/world view but you will seek to provide a flavour of some of the key insights, ideas and experiences of the faith groups.

## **Acknowledgements**

## **Attainment Targets for Religious Education**

The attainment targets for RE, the programmes of study and the breadth of study set out the knowledge, skills and understanding that students of different abilities and maturities are expected to have by the end of the key stage. The attainment target consists of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that students working at that level should characteristically demonstrate.

The level descriptions provide the basis to make judgements about students performance at the end of Key stage 1,2 and 3. At key stage 4 national qualifications are the main means of assessing attainment in RE.

### **Level 1**

#### **Attainment target 1**

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

#### **Attainment target 2**

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

### **Level 2**

#### **Attainment target 1**

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

#### **Attainment target 2**

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

### **Level 3**

#### **Attainment target 1**

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

#### **Attainment target 2**

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

### **Level 4**

#### **Attainment target 1**

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

#### **Attainment target 2**

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

## **Level 5**

### **Attainment target 1**

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

### **Attainment target 2**

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

## **Level 6**

### **Attainment target 1**

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

### **Attainment target 2**

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

## **Level 7**

### **Attainment target 1**

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

### **Attainment target 2**

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

## **Level 8**

### **Attainment target 1**

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of



the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

### **Attainment target 2**

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

### **Exceptional Performance**

#### **Attainment target 1**

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time.

They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

#### **Attainment target 2**

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

## **Attainment Targets 1 and 2**

### **Learning about religion (Attainment target 1) includes:-**

- Enquiry into, and investigation of, the nature of religion, its beliefs, truth claims, teachings and ways of life, sources, practices and forms of expression.
- Skills of interpretation, analysis, evaluation and explanation.
- Communicating their knowledge and understanding using specialist vocabulary.
- Identifying and developing an understanding of ultimate questions and ethical issues.
- Develop pupils' knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion.

### **Learning from religion (Attainment Target 2) is concerned with developing:-**

- Pupils' ability to reflect on and respond to their own and others' experiences in the light of their learning about religion.
- Pupils' skills of application, interpretation, evaluation and questioning of what they learn about religion.
- Pupils' ability to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.
- An attitude of willingness to question and explore in order to develop sensitivity and empathy towards others.

These two attainment targets are of equal importance to the teaching of RE. They are inter-dependant and should be delivered and assessed in a balanced and integrated way as indicated within each programme of study.

## Levels of Attainment In “Pupil Speak”

The levels of attainment are intended to aid teacher planning and assessment and pupil achievement. The levels will help teachers plan for differentiation and for pupil progression. The programmes of study contain a series of level statements. The RE levels are:

<b><u>Attainment Target One</u></b> <b>Learning about Religion and Human Experience</b>	<b><u>K.S.1.2.3 Levels</u></b> <b>Pupils can:</b>	<b><u>Attainment Target Two</u></b> <b>Learning from Religion and Human Experience</b>
I can recognise, name and recall religious stories and symbols	___ 1 ___	I can talk about my <u>experiences</u> and feelings I can respond ‘I think....’
I show simple knowledge and understanding by identifying features of religion Retelling stories Seeing similarities	___ 2 ___	I can ask questions I can give views and <u>recognise</u> my values ‘I think because....’ I can respond sensitively to the ideas of others by expressing feelings & ideas
I can describe some key features I can identify the impact of religion (meaning) I can make links	___ 3 ___	I can identify what influences me I can ask important questions I can make links between my values and those of others by expressing ideas, opinions, beliefs
I can describe in <u>more detail</u> key features, similarity and difference, the impact of religion and meanings to forms of religious expression	___ 4 ___	I can raise and suggest answers to questions I can apply my own and others’ ideas I can share what inspires me
I can demonstrate detailed knowledge & understanding by <u>explaining</u> the reasons for similarity and difference and the impact of belief on religious practice	___ 5 ___	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.
I start to offer critical analysis and evaluation	___ 6 ___	I can express insights using reasoning and examples I can consider challenges

The level descriptions provide the basis to make judgements about students performance at the end of the Key Stages 1,2, and 3. At key stage 4, national qualifications will be the main means of assessing attainment in RE unless the school is using its own certificated programme of study.

**Key Stage One:** Levels 1-3

**Key Stage Two:** Levels 2-5

**Key Stage Three:** Entry level\* is designed for pupils working within national curriculum levels one, two and three.  
Levels 3-7

**14-19 Curriculum:** Entry level\* is designed for students working within national curriculum levels one, two and three.  
Foundation is designed for students working towards GCSE D, E, F and G, GNVQ Foundation.  
Intermediate is designed for students working towards GCSE A\*, A, B, C, GNVQ Intermediate.  
Advanced is designed for students working towards Advanced Level, GNVQ Advanced.

Teacher planning should show how, through a variety of teaching and learning styles and methods of differentiation, children and young people are helped to make appropriate progress.

**Advice for gifted and talented**

It is expected that the majority of students will have achieved level 5 by the end of KS3. It is hoped that many will have gone further. Teachers will also want to challenge and encourage the gifted and talented in RE. The table below expands the outline guidance on Attainment levels from level 6 upwards.

<p>I start to offer critical analysis and evaluation by</p> <ul style="list-style-type: none"> <li>• giving an informed account</li> <li>• explaining reasons for diversity and variation</li> <li>• by interpreting sources and arguments</li> <li>• by interpreting the significance of different forms of expression</li> </ul>	6	<ul style="list-style-type: none"> <li>• I can express insights using reasoning and examples</li> <li>• I can consider challenges</li> </ul>
<p>I begin to give mature and balance evaluations by</p>	7	<p>I can relate learning to a wider context by</p>

<ul style="list-style-type: none"> <li>• showing a coherent understanding</li> <li>• analysis of issues</li> <li>• accounting for variation</li> <li>• explaining the consequence of belonging</li> </ul>		<ul style="list-style-type: none"> <li>• articulating personal and critical responses</li> <li>• evaluating in a reasoned and balanced way the significance and influence philosophical religious and secular world views</li> </ul>
<ul style="list-style-type: none"> <li>• I can contextualise interpretations</li> <li>• I can critically evaluate</li> <li>• I can analyse differing interpretations</li> <li>• I can interpret and evaluate</li> </ul>	8	<ul style="list-style-type: none"> <li>• I can coherently analyse</li> <li>• I can synthesise a range of evidence</li> <li>• I can provide a detailed evaluation</li> </ul>
<ul style="list-style-type: none"> <li>• I can provide a consistent and detailed analysis</li> <li>• I can evaluate in depth</li> <li>• I can recognise the extent of change over time</li> <li>• I can provide a detailed analysis</li> <li>• I can synthesise effectively</li> </ul>	Exceptional performance	<ul style="list-style-type: none"> <li>• I can analyse in depth</li> <li>• I can give independent, well informed and highly reasoned insights</li> <li>• I can provide well sustained and balance conclusions.</li> </ul>

### **Assessment, Recording and Reporting in Religious Education**

In Wiltshire/Swindon the professional judgement of the teacher is respected in the assessment of Religious Education

Assessment should be used to inform teachers' planning, and pupil progress and development, by highlighting individual pupils strengths and areas for development.

Over the academic year both AT1 and AT 2 should be assessed. Wherever possible this should be achieved through a key task that integrates the assessment of both attainment targets.

Three times a year a minimum of one key task, focusing on the level statements within a programme of study, should be completed. This need not always be a formal written task. Teachers are encouraged to use their creativity and skills in developing assessment tasks.

There are of course limits to assessment in RE. The power of the subject is that there are occasions when pupils will show spiritual insights and understanding of great depth. This is to be encouraged and valued. Where possible this should also be recorded. However it is important that the fact that some aspects of RE cannot be assessed should not be used as an excuse for not assessing, crediting and celebrating pupils achievements in Religious Education.

### **Reporting to parents**

On an annual basis the school will report to parents on the attainment and progress in RE based on teacher judgement. Comments made in the report should reflect pupil progress related to AT1 and AT2 and indicate how further progress might be made.

## **Students with Special Educational Needs**

### **Introduction**

All students in **mainstream schools** must be taught religious education unless their parents have requested their withdrawal from RE lessons. According to the Education Act (1981) students in **special schools** must be taught religious education “*so far as is practicable*”.

It is recognised that the programmes of study and end of key stage descriptions for a particular key stage may not reflect realistic expectations for some students with special educational needs.

Teachers will be sensitive to, and aware of, the distinctive needs of individual student and may select material from the key stage which is appropriate to their educational needs and capacities. Teachers should feel free to use material from a lower or higher key stage where this is more appropriate to the developmental needs of individual students.

Students’ activities should be differentiated so that students of all abilities are enabled to consolidate their learning. For some students this will involve work which is pre-Key Stage 1, where the students’ understanding will be working at the threshold of religious awareness. In such cases, the emphasis is likely to be on sensory experience, personal response and interaction, and the development of a simple awareness of religion through the senses.

All students can improve access to the RE curriculum by using a range of resources, including specialist aids and equipment.

## Teaching methods

Teaching methods should be stimulating and engaging, providing all students with access to religious education. Consideration, therefore, should be paid to different learning styles and the differing abilities of students so that all students make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of religious education might include:

- visits to places of worship, museums or art galleries
- inviting representatives from religious traditions as visitors to the class
- use of artefacts, big books, posters, videos, artwork, puppets
- use of picture or word cards for matching, classifying, prioritising, sequencing, etc
- use of art and craft to enable students to express their ideas
- use of drama, role play, gesture or dance
- use of music to create an atmosphere or for expression of ideas and emotions
- use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

## In Teaching Attainment Target 2 pupils can

- appreciate the world
- explore the significance of, and ask questions about, what they learn
- explore the things, times and events that are special in their lives, *for example, music, food and celebrations*
- experience times of stillness and quietness and develop the skill of reflection
- share feelings, experiences and their work with others
- appreciate the value of others and of being part of a group
- develop an understanding of moral values.

Teachers of students with special educational needs should focus on the questions that indicate breadth of study (see page.....)

It will often be difficult to form judgements about what a student has understood or appreciated from the experiences offered, but teachers can make judgements in relation to the P levels which outline early learning and attainment before Level 1 in eight levels, from P1 to P8 where appropriate.

## Performance Descriptions

The performance descriptions can be used by teachers in the same way as the National Curriculum level descriptions to:

- decide which description best fits a pupil's performance over a period of time and in different contexts.
- develop or support more focused day-to-day approaches to ongoing teacher assessment by using the descriptions to refine and develop long-, medium- and short-term planning
- track linear progress towards attainment at National Curriculum level 1
- identify lateral progress by looking for related skills at similar levels across their subjects
- record pupils' overall development and achievement, for example, at the end of a year or a key stage

## Performance Descriptions across Subjects

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that some pupils with learning difficulties might characteristically demonstrate. Subject-focused examples are included to illustrate some of the ways in which staff might identify attainment in different subject contexts.

**P1(i)** Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

**P1(ii)** Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, becoming still in response to silence*. They may give intermittent reactions, *for example, vocalising occasionally during group celebrations and acts of worship*.

**P2(i)** Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, briefly looking around in unfamiliar natural and man-made environments*. They begin to show interest in people, events and objects, *for example, leaning towards the source of a light, sound or scent*. They accept and engage in coactive exploration, *for example, touching a range of religious artefacts and found objects in partnership with a member of staff*.

**P2(ii)** Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, showing that they have enjoyed an experience or interaction*. They recognise familiar people, events and objects, *for example, becoming quiet and attentive during a certain piece of music*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, repeating a simple action with an artefact*. They cooperate with shared exploration and supported participation, *for example, performing gestures during ritual exchanges with another person performing gestures*.

**P3(i)** Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, prompting a visitor to prolong an interaction*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, stroking or shaking artefacts or found objects*. They observe the results of their own actions with interest, *for example, when vocalising in a quiet place*. They remember learned responses over more extended periods, *for example, following a familiar ritual and responding appropriately*.

**P3(ii)** Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting an adult to sing or play a favourite song*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, celebrating the achievements of their peers in assembly*. They may respond to options and choices with actions or gestures, *for example, choosing to participate in activities*. They actively explore objects and events for more extended periods, *for example, contemplating the flickering of a candle flame*. They apply potential solutions systematically to

problems, *for example, passing an artefact to a peer in order to prompt participation in a group activity.*

## **Performance Descriptions in Religious Education**

From level P4 to P8, many believe it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in RE. The descriptions provide an example of how this can be done.

**P4** Pupils use single elements of communication, *for example, words, gestures, signs or symbols*, to express their feelings. They show they understand 'yes' and 'no'. They begin to respond to the feelings of others, *for example, matching their emotions and laughing when another pupil is laughing*. They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.

**P5** Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, *for example, involving music, drama, colour, lights, food, or tactile objects*. They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.

**P6** Pupils express and communicate their feelings in different ways. They respond to others in group situations and cooperate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, *for example, through gestures, facial expressions or by offering comfort*. They start to be aware of their own influence on events and other people.

**P7** Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phrases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may communicate their feelings about what is special to them, *for example, using role play*. They begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.

**P8** Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religion and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.



## **P Levels for Religious Education in “Child’s Speak”**

### **P4**

Uses single elements of communication to express their feelings e.g. words, gestures, signs, symbols.

*I can show my feelings by using words, gestures, signs, symbols.*

They show they understand yes and no.

*I can show understanding of yes and no.*

They begin to respond to the feelings of others, e.g. matching their emotions

*I can show that I understand how others are feeling.*

They join in with activities by initiating ritual actions or sounds.

*I can show through words and actions that I have understood the meaning of what my teacher is saying.*

They may demonstrate an appreciation of stillness and quietness.

*I can sit quietly and be still, and show others when to be still.*

### **P5**

Responds appropriately to simple questions about familiar religious events or experiences and communicate simple meanings.

*I can answer simple questions about my learning in RE.*

Respond to a variety of new religious experiences, e.g. involving music, drama

*I can make a response to religious stimuli*

Take part in activities involving 2 or 3 other learners.

*I can take part in a small group.*

Engage in moments of individual reflection.

*I can show moments of quiet concentration.*

### **P6**

Express and communicate their feelings in different ways.

*I can show others how I am feeling in several ways.*

Responds to others in group situations and cooperate when working in small groups.

*I can listen and participate in small groups.*

Listens to and begins to respond to familiar religious stories, poems and music.

*I can*

Makes their own contribution to celebrations and festivals.

*I can join the celebration of an event.*

Carry out ritualised actions in familiar circumstances.

*I can show when ritualised actions are appropriate.*

To show concern and sympathy for others in distress e.g. by offering comfort, gestures

*I can comfort others when they are unhappy.*

They start to be aware of their own influence on events and other people.

*I know I have an influence on events and other people.*

Listen to and follow religious stories.

*I enjoy listening to religious stories.*

Communicate their ideas about religion, life events and experiences in simple phrases.

*I can show my ideas about religion, life events and experiences in simple phrases.*

Begin to identify some actions as right or wrong on the basis of the consequences.

*I can recognise that what I do has an impact on other people and situations and I can recognise that some things I do can be right or wrong.*

They find out about aspects of religion through e.g. stories, music, answer questions and communicate their responses.

*I can learn about aspects of religion and make a response.*

Communicate their feelings about what is special to them.

*I can show what is special to me.*

Beginning to understand that other people have needs and to respect them.

*I can show respect for other people's needs.*

Make purposeful relationships with others in group activity.

*I can work co-operatively with others in a small group.*

## **P8**

Listens attentively to religious stories or to people talking about religion.

*I can listen well to religious stories or to people talking about religion*

They begin to understand that religious and other stories carry moral and religious meaning.

*I can begin to recognise that stories have a meaning.*

Are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories.

*I can communicate in a clearer way my ideas, feelings and the contents of a story.*

They communicate simple facts about religion and important people in religion.

*I can recall simple facts and communicate them.*

They begin to realise the significance of religious artefacts, symbols and places.

*I know that some religious artefacts etc. are important to some people.*

They reflect on what makes them happy, sad, excited or lonely.

*I can communicate what makes me happy, said, excited or lonely.*

They demonstrate a basic understanding of what is right and wrong in familiar situations.

*I can show what is right/wrong in my own environment.*

They are often sensitive to the needs and feelings of others and show respect for themselves and others.

*I can feel for others and myself.*

They treat living things and their environment with care and concern.

*I can care for living things and my environment.*

## **Inclusion: Providing Effective Learning Opportunities for all Pupils**

Religious education has a significant contribution to make to inclusion issues, particularly in its focus on promoting respect and appreciating difference.

Religious education places considerable emphasis on the importance of students' specific religious beliefs and can play a part in raising students' self esteem.

### **Three Principles for Inclusion**

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

#### **A. Setting suitable learning challenges**

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].
2. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
3. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

#### **B. Responding to pupils' diverse learning needs**

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
3. Teachers should take specific action to respond to pupils' diverse needs by:
  - (a) creating effective learning environments
  - (b) securing their motivation and concentration
  - (c) providing equality of opportunity through teaching approaches
  - (d) using appropriate assessment approaches
  - (e) setting targets for learning

### **Examples for B/3a – creating effective learning environments**

Teachers create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- pupils are enabled to participate safely in clothing appropriate to their religious beliefs

### **Examples for B/3b – securing motivation and concentration**

Teachers secure pupils' motivation and concentration by @

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

### **Examples for B/3c – providing equality of opportunity**

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment.

- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

### **Examples for B/3d – using appropriate assessment approaches**

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

### **Examples for B/3e – setting targets for learning**

Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

## **C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

### **Pupils with special educational needs**

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

2. Teachers should take specific action to provide access to learning for pupils with special educational needs by:
  - a. providing for pupils who need help with communication, language and literacy
  - b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
  - c. planning for pupils' full participation in learning and in physical and practical activities
  - d. helping pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage 4, to prepare for work
  - e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Examples for C/3a – helping with communication, language and literacy**

Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and Braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

### **Examples for C/3b – developing understanding**

Teachers develop pupils' understanding through the use of all available senses and experiences by:

- using materials and resources that pupils can access through sight, touch, sound taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment

### **Examples for C/3c – planning for full participation**

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

### **Examples for C/3d – managing behaviour**

Teachers help pupils to manage their behaviour, take part in learning effectively and safely and, at key stage 4, prepare for work by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills

- teaching essential safety rules.

### **Examples for C/3e – managing emotions**

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

### **Pupils with disabilities**

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.
5. Teachers should take specific action to enable the effective participation of pupils with disabilities by:
  - a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
  - b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
  - c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

### **Example for C/5a – planning to complete tasks**

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur

### **Pupils who are learning English as an additional language**

6. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take



account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

7. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
8. Teachers should take specific action to help pupils who are learning English as an additional language by:
  - a. developing their spoken and written English
  - b. ensuring access to the curriculum and to assessment.

### **Examples for C/8a – developing spoken and written English**

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

### **Examples for C/8b – ensuring access**

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.

### **Use of Information and Communication Technology across the Curriculum**

1. Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in RE.
2. Pupils should be given opportunities to support their work by being taught to:
  - a. find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility

- b. develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
- c. exchange and share information, both directly and through electronic media
- d. review, modify and evaluate their work, reflecting critically on its quality, as it progresses.
- e. use audio resources to enhance new understanding of beliefs, practices and life styles of the world faiths they are studying, as well as to engage with ethical issues and questions of meaning.

# **CURRICULUM MAP 1**

## **CHRISTIANITY**

**MAJOR FOCUS – ISLAM**

**MINOR FOCUS – JUDAISM**

**ENCOUNTER – HINDUISM AND SIKHISM**

Curriculum Map 1

Reception	Who is special to me? Why is God special to some people? How do people talk to God?	What stories do I enjoy? What stories from holy books are special to some people?	Why do we say thankyou? Why do some people say thankyou to God?	Where do I belong? Where do others belong?	What do I like to celebrate? How do other people celebrate?	What places are special to me? What places are special to others?
Year 1	What do Christians believe about God? What do I believe?	Why is Jesus important to Christians? Who is important to me?	Why is the church a special place for Christians? What places are special for me?	Why is Easter a time of celebrations for Christians? What and how do I celebrate?	What do Muslims believe about God? What do I find interesting or puzzling about this?	Why do Christians pray? What do I think about prayer?
Year 2	Why is the Bible a holy book for Christians? What stories are special to me?	How did Jesus show friendship? How do I show friendship to others? Why do Christians celebrate at Christmas?	What values do Christians live by and why? What influences me in the way I treat others?	Who were leaders in the Bible? Who leads and influences me?	Why is the mosque a special place for Muslims? What buildings are important in my community?	Why is Mohammed important to Muslims? What is important in my home life?
Year 3	How do local Christians show their commitment to Jesus' teaching? What do I think of the values Christians hold?	<i>Encounter unit</i> – Hinduism.  Christmas	How does a church building help Christians to worship? How do I respond to the idea of a holy place?	What do I think of the ideas of forgiveness & sacrifice, explored by Christians at Easter?	How is the mosque the centre of the Islamic community? Why is prayer important to Muslims? What inspires and influences me?	How do Christians believe about prayer? What questions do I have about prayer?
Year 4	What is the Bible? How do Christians use the Bible? What is my view of the Bible?	How do artists' interpretations of the life of Jesus help us to understand why Jesus was important to them?  Christmas	What do the parables of Jesus teach us? How do stories convey messages to me?	<i>Encounter unit</i> - Hinduism Easter	How do Muslims show commitment to the 5 Pillars? Why do Muslims celebrate Eid? How do I show commitment to my own values?	How was the Qu'ran revealed to Mohammed and how is it authoritative for Muslims? What is authoritative for me?
Year 5	What do the Gospel writers tell us about the life of Jesus? What do I find significant in the life of Jesus?	What do Christians believe about the incarnation? What are my hopes for the future?	<i>Minor focus</i> Why is the Torah a sacred text for Jews? How do Jews maintain their identity? What is my identity?	How and why do Christians believe they are responsible for the earth and its resources? How do others see this responsibility? What responsibilities do I have?	How have Christians sought to follow the teachings of Jesus? Who do I admire as a role model?	<i>Minor focus</i> What is the place of Abraham and Moses in the Jewish faith? How does Passover remind Jews of their identity? What models do I live by?
Year 6	<i>Encounter unit</i> - Sikhism	How is Christian worship expressed? How can I communicate what inspires and influences me?	Why do people believe in God? What do I believe and value?	What do Christians believe happened at Easter? What do I believe about issues of life and death?	<i>Compare and Contrast unit</i> Why do people go on pilgrimage? How can my life be seen as a journey?	<i>Compare and Contrast unit</i> Why are there similarities/ differences between how commitment to a faith is expressed? How do I communicate my own commitment?

## **CURRICULUM MAP 2**

### **CHRISTIANITY**

**MAJOR FOCUS – JUDAISM**

**MINOR FOCUS – ISLAM**

**ENCOUNTER –SIKHISM AND HINDUISM**

Curriculum Map 2

Reception	Who is special to me? Why is God special to some people? How do people talk to God?	What stories do I enjoy? What stories from holy books are special to some people?	Why do we say thankyou? Why do some people say thankyou to God?	Where do I belong? Where do others belong?	What do I like to celebrate? How do other people celebrate?	What places are special to me? What places are special to others?
Year 1	What do Christians believe about God? What do I believe?	Why is Jesus important to Christians? Who is important to me?	Why is the church a special place for Christians? What places are special for me?	Why is Easter a time of celebrations for Christians? What and how do I celebrate?	What do Jews believe about God? How do I show responsibility for the natural world?	Why do Christians pray? What do I think about prayer?
Year 2	Why is the Bible a holy book for Christians? What stories are special to me?	How did Jesus show friendship? How do I show friendship to others? Why do Christians celebrate at Christmas?	What values do Christians live by and why? What influences me in the way I treat others?	Who were leaders in the Bible? Who leads and influences me?	Why is the synagogue a special place for Jews? What buildings are important in my community?	Why is Moses a special person for Jews? Who or what helps me understand how I should live?
Year 3	How do local Christians show their commitment to Jesus' teaching? What do I think of the values Christians hold?	<i>Encounter unit</i> – Sikhism.  Christmas	How does a church building help Christians to worship? How do I respond to the idea of a holy place?	What do I think of the ideas of forgiveness & sacrifice, explored by Christians at Easter?	How do Jews worship in the synagogue? How is the faith observed at home and in the community? Where do I experience worship?	How do Christians believe about prayer? What questions do I have about prayer?
Year 4	What is the Bible? How do Christians use the Bible? What is my view of the Bible?	How do artists' interpretations of the life of Jesus help us to understand why Jesus was important to them?  Christmas	What do the parables of Jesus teach us? How do stories convey messages to me?	<i>Encounter unit</i> - Sikhism Easter	Why is the Torah sacred to Jews? What covenant did God make with Abraham? What happens at Shavuot? What does promise mean to me?	What festivals are important to Jews? What significant times have importance for me?
Year 5	What do the Gospel writers tell us about the life of Jesus? What do I find significant in the life of Jesus?	What do Christians believe about the incarnation? What are my hopes for the future?	<i>Minor focus</i> How did Mohammed receive the Qu'ran? Why is the Qu'ran sacred to Muslims? What is authoritative for my life?	How and why do Christians believe they are responsible for the earth and its resources? How do others see this responsibility? What responsibilities do I have?	How have Christians sought to follow the teachings of Jesus? Who do I admire as a role model?	<i>Minor focus</i> How do the 5 Pillars support Muslims? How should we support others who follow a different way of life to us?
Year 6	<i>Encounter unit</i> - Hinduism	How is Christian worship expressed? How can I communicate what inspires and influences me?	Why do people believe in God? What do I believe and value?	What do Christians believe happened at Easter? What do I believe about issues of life and death?	<i>Compare and Contrast unit</i> – Why do people go on pilgrimage? How can my life be seen as a journey?	<i>Compare and Contrast unit</i> Why are there similarities/ differences between how commitment to a faith is expressed? How do I communicate my own commitment?

# **CURRICULUM MAP 3**

## **CHRISTIANITY**

**MAJOR FOCUS – SIKHISM**

**MINOR FOCUS – HINDUISM**

**ENCOUNTER – JUDAISM AND ISLAM**

Curriculum Map 3

Reception	Who is special to me? Why is God special to some people? How do people talk to God?	What stories do I enjoy? What stories from holy books are special to some people?	Why do we say thankyou? Why do some people say thankyou to God?	Where do I belong? Where do others belong?	What do I like to celebrate? How do other people celebrate?	What places are special to me? What places are special to others?
Year 1	What do Christians believe about God? What do I believe?	Why is Jesus important to Christians? Who is important to me?	Why is the church a special place for Christians? What places are special for me?	Why is Easter a time of celebrations for Christians? What and how do I celebrate?	Why is the Gurdwara a special place for Sikhs? How do Sikhs worship there? Where do I learn to share with others?	Why do Christians pray? What do I think about prayer?
Year 2	Why is the Bible a holy book for Christians? What stories are special to me?	How did Jesus show friendship? How do I show friendship to others? Why do Christians celebrate at Christmas?	What values do Christians live by and why? What influences me in the way I treat others?	Who were leaders in the Bible? Who leads and influences me?	Why do Sikhs celebrate Baisakhi and Diwali? What do I do to celebrate?	Why is Guru Nanak a special person for Sikhs? Who helps me understand how I should live?
Year 3	How do local Christians show their commitment to Jesus' teaching? What do I think of the values Christians hold?	<i>Encounter unit – Judaism.</i>  Christmas	How does a church building help Christians to worship? How do I respond to the idea of a holy place?	What do I think of the ideas of forgiveness & sacrifice, explored by Christians at Easter?	Why do Sikhs wear the 5 Ks? How do I show my own commitments?	How do Christians believe about prayer? What questions do I have about prayer?
Year 4	What is the Bible? How do Christians use the Bible? What is my view of the Bible?	How do artists' interpretations of the life of Jesus help us to understand why Jesus was important to them?  Christmas	What do the parables of Jesus teach us? How do stories convey messages to me?	<i>Encounter unit – Judaism.</i> Easter	How and why are the gurus important to Sikhs? Who leads me in my life?	What do Sikhs believe about God? How is God worshipped in Sikhism? What is my understanding of God?
Year 5	What do the Gospel writers tell us about the life of Jesus? What do I find significant in the life of Jesus?	What do Christians believe about the incarnation? What are my hopes for the future?	<i>Minor focus</i> What do Hindus believe about God? How is God worshipped at home and in the Mandir?	How and why do Christians believe they are responsible for the earth and its resources? How do others see this responsibility? What responsibilities do I have?	How have Christians sought to follow the teachings of Jesus? Who do I admire as a role model?	<i>Minor focus</i> What do Hindus believe about values for living and about life after death? What values do I live by?
Year 6	<i>Encounter unit - Islam</i>	How is Christian worship expressed? How can I communicate what inspires and influences me?	Why do people believe in God? What do I believe and value?	What do Christians believe happened at Easter? What do I believe about issues of life and death?	<i>Compare and Contrast unit –</i> Why do people go on pilgrimage? How can my life be seen as a journey?	<i>Compare and Contrast unit</i> Why are there similarities/ differences between how commitment to a faith is expressed? How do I communicate my own commitment?



# **CURRICULUM MAP 4**

## **CHRISTIANITY**

**MAJOR FOCUS – HINDUISM**

**MINOR FOCUS - SIKHISM**

**ENCOUNTER – ISLAM AND JUDAISM**

Curriculum Map 4

Reception	Who is special to me? Why is God special to some people? How do people talk to God?	What stories do I enjoy? What stories from holy books are special to some people?	Why do we say thankyou? Why do some people say thankyou to God?	Where do I belong? Where do others belong?	What do I like to celebrate? How do other people celebrate?	What places are special to me? What places are special to others?
Year 1	What do Christians believe about God? What do I believe?	Why is Jesus important to Christians? Who is important to me?	Why is the church a special place for Christians? What places are special for me?	Why is Easter a time of celebrations for Christians? What and how do I celebrate?	How do Hindus worship at home? How can I create a special place?	Why do Christians pray? What do I think about prayer?
Year 2	Why is the Bible a holy book for Christians? What stories are special to me?	How did Jesus show friendship? How do I show friendship to others? Why do Christians celebrate at Christmas?	What values do Christians live by and why? What influences me in the way I treat others?	Who were leaders in the Bible? Who leads and influences me?	Why is the Mandir a special place for Hindus? How do Hindus express their loyalty in family life? How do I show love and respect to my own family?	What stories are special to Hindus? How is Diwali celebrated? What stories do I enjoy?
Year 3	How do local Christians show their commitment to Jesus' teaching? What do I think of the values Christians hold?	<i>Encounter unit</i> – Islam.  Christmas	How does a church building help Christians to worship? How do I respond to the idea of a holy place?	What do I think of the ideas of forgiveness & sacrifice, explored by Christians at Easter?	What do Hindus believe about God? What do I believe?	How do Christians believe about prayer? What questions do I have about prayer?
Year 4	What is the Bible? How do Christians use the Bible? What is my view of the Bible?	How do artists' interpretations of the life of Jesus help us to understand why Jesus was important to them?  Christmas	What do the parables of Jesus teach us? How do stories convey messages to me?	<i>Encounter unit</i> – Islam. Easter	How do Hindus worship/celebrate in the Mandir? What do I understand worship to be?	What do Hindus believe about life after death? What are the values of Hindu life? What values are important to me?
Year 5	What do the Gospel writers tell us about the life of Jesus? What do I find significant in the life of Jesus?	What do Christians believe about the incarnation? What are my hopes for the future?	<i>Minor focus Sikhism.</i> Why and how is the Guru Granth Sahib important to Sikhs? Why are the stories/teachings of the gurus important to Sikhs?	How and why do Christians believe they are responsible for the earth and its resources? How do others see this responsibility? What responsibilities do I have?	How have Christians sought to follow the teachings of Jesus? Who do I admire as a role model?	<i>Minor focus – Sikhism.</i> How is commitment to the Panth (community) demonstrated in the Gurdwara? How do I show my commitment to communities to which I belong?
Year 6	<i>Encounter unit</i> - Judaism	How is Christian worship expressed? How can I communicate what inspires and influences me?	Why do people believe in God? What do I believe and value?	What do Christians believe happened at Easter? What do I believe about issues of life and death?	<i>Compare and Contrast unit</i> – Why do people go on pilgrimage? How can my life be seen as a journey?	<i>Compare and Contrast unit</i> Why are there similarities/ differences between how commitment to a faith is expressed? How do I communicate my own commitment?

## PROGRAMMES OF STUDY

### Key Stage 1 - Christianity – Asking difficult questions – What do Christians believe about God?

In this unit children learn about Christian beliefs about God by listening to Bible stories that suggest what God might be like, eg God as creator, loving Father. They reflect upon the wonder and beauty of the world and the Christian belief that the world was created a beautiful and good place. They have the opportunity to ask questions about aspects of creation that they find interesting, puzzling or amazing.

#### Attainment Target 1

#### Attainment Target 2

Learning about Religion	Programme of Study What might God be like?	Learning from Religion	Programme of Study What might God be like?
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories, songs, poems, prayers, pictures.	Children can recognize that God is important to Christians and recall elements of stories which talk about God.	I can talk about an idea and give an example. I can talk about experiences and feelings	Children can respond to questions and ideas that they find amazing, puzzling or interesting – in relation to God and the natural world.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I show simple knowledge and understanding by identifying some religious beliefs.  I can retell stories and suggest meanings.	Children know some of the special names and attributes of God eg Father, creator.  Children understand why the Creation story is important to Christians. Children know how the creation story helps Christians understand what God is like.	I can ask questions. I can give views (– I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can talk about their views/ideas about God. Children can recognize qualities and characteristics that are important to themselves and others (eg by talking about attributes of God) and how these can be mirrored by human beings (eg human beings can also be creative, caring, loving and gentle).
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs.	Children can describe religious stories that help Christians understand what God is like.	I can ask important questions about beliefs and make links between my own and others' response.	Children can raise their own questions about the nature of God. They can respond to the ideas of others.

## Key Stage 1 - Christianity – Special People- Jesus

In this unit children learn about Jesus as a special person to Christians. They know that Christians believe he was sent by God to help people understand what God is like. They will hear some stories from the Gospels that tell of Jesus in the Temple, his disciples and friends, and know that Jesus was a teacher who told stories. They will begin to understand how the Christmas story is shared and remembered by Christians and how Christmas is celebrated in the Church. They will identify significant people in their own lives and talk about why they are important to them.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Special People – Jesus	Learning from Religion	Programme of Study Special People – Jesus
<b>Level 1</b> I can recognize, name and recall elements of stories, songs, poems, prayers, pictures.	<b>Level 1</b> Children can recognize and link the name of Jesus to the Christian faith community. They can recall some elements of stories about Jesus and stories told by him and recall some aspects of Jesus’ life and practice and the story of his birth.	<b>Level 1</b> I can talk about an idea and give an example. I can talk about experiences and feelings.	<b>Level 1</b> Children can talk about what they find interesting or significant in the stories they have heard. They can talk about people who are important to them.
<b>Level 2</b> I show simple knowledge and understanding by identifying some religious beliefs.  I can retell stories and suggest meanings.	<b>Level 2</b> Children can retell some of the special stories that Christians tell about Jesus.  Children understand why the Christmas story is important to Christians. Children know how the Christmas story and some Christmas symbols help Christians understand what God is like.	<b>Level 2</b> I can ask questions. I can give views ( I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	<b>Level 2</b> Children can ask questions and respond sensitively to the stories they have heard. They can identify how some people are important to others.
<b>Level 3</b> I can make links between religious stories and beliefs.	<b>Level 3</b> Children can describe religious stories that help Christians understand what Jesus is like. They can make links between the story of Jesus’ birth and how Christmas is celebrated by Christians, describing how the significance of Jesus is shared and expressed at Christmas and how Jesus is called Son Of God.	<b>Level 3</b> I can ask important questions about beliefs and make links between my own and others’ response.	<b>Level 3</b> Children can identify people that have an influence on their lives.

## Key Stage 1 - Christianity – Special Places

In this unit children learn about the Church as a special place for Christians. They will learn about Christian symbolism in a Church and the meaning it holds for Christians. They will reflect upon the communities to which they belong and places that are significant to them and to others.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Special Places	Learning from Religion	Programme of Study Special Places
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall features of religious life and practice. I can recognise some symbols and use some religious words.	Children can name and talk simply about the Church as the special Christian building, how Sunday is kept as a special day and how Christians worship together. They can name and recognise some of the features of a church and some Christian symbols e.g. cross.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about their own experiences and feelings of belonging. They can identify and talk about places that are important to them.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings.	Children know how the church might be used by Christians. They can identify some features and symbols in a church and their importance for Christians.	I can ask questions. I can give views (- I think because ...) I can respond sensitively to the ideas of others by expressing feelings and ideas.	Children can respond to the ideas and feelings of others about where they belong. Children can respond sensitively to the ideas of others about their special places.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion. I can describe some forms of religious expression	Children can describe what happens in a church and the importance of some Christian symbols and expression.	I can identify what influences me and make links between my own experience and responses and the experience of others.	Children can make connections between their own experiences of places that are special to them and where they feel they belong and those special to others

## Key Stage 1 - Christianity – Special Celebrations – Easter

In this unit children learn about the Easter story, its meaning and significance for Christians and how Easter is celebrated in the Church. They will identify important celebrations in their own lives and feelings connected with this.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Special Celebrations – Easter	Learning from Religion	Programme of Study Special Celebrations – Easter
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name features of religious life and expression and recall elements of stories, songs, poems, prayers, pictures.	Children can recognize that the Christian faith community celebrates Easter as a special event and can recall elements of the Easter story.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about their own celebrations.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I show simple knowledge and understanding by identifying some religious beliefs.  I can retell stories and suggest meanings.	Children know the key features of the Easter story and how it is connected with the Christian celebration of Easter.	I can ask questions. I can give views ( – I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can ask questions and respond sensitively to the stories they have heard. They can identify how some people are important to others.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs.	Children can describe religious stories that help Christians understand what Jesus is like. They can make links between the stories of Easter and how Easter is celebrated by Christians.	I can ask important questions about beliefs and make links between my own and others' response.	Children can identify people that have an influence on their lives.

## Key Stage 1 - Christianity – Prayer

In this unit children will learn about the practice of Christian prayer, how and why Christians pray and will learn about how some key Biblical figures used prayer. They will express their own understanding and opinions about prayer.

### Attainment Target 1

### Attainment Target 2

Learning about Religion and human experience	Programme of Study Prayer	Learning from Religion and human experience	Programme of Study Prayer
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize and name some features of religious life and practice.	Children can recall elements of stories from the Bible which show people talking with God. Children begin to recognize that Christians believe that they can talk and listen to God through prayer.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about some ways in which they communicate and share their ideas and feelings.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings.	Children identify some of the ways in which members of the Christian faith community pray. Children can retell stories from the Bible which deal with aspects of prayer.	I can ask questions I can give views (- I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can recognize and talk about experiences which make them feel sad, happy, excited, afraid. They can talk about how they share these feelings with others and about how this might help them.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can begin to identify the impact religion has on believers' lives and describe some forms of religious expression. I can make links between Biblical stories and beliefs about prayer.	Children can describe how some members of the Christian faith community pray and begin to identify the impact of prayer on the life of a Christian. They can describe how the characters in the Biblical stories used prayer to communicate with God.	I can identify what influences me and can make links between my experiences and commitments and those of others.	Children can identify why they and others might wish to pray and raise questions about the practice of prayer.

## Key Stage 1 - Christianity – Special Books

In this unit children will learn about the Bible as a Holy Book for Christians. They will learn about some stories from the Bible that have special meaning for Christians. They will identify books that are special to them, showing understanding of the book's purpose and influence on them

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Special Books	Learning from Religion	Programme of Study Special Books
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories.	Children can name and recognize the Bible as the special book of the Christian faith community and are able to recall elements of several of its stories.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about why a book is special to them.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can retell religious stories and suggest meanings for religious actions and symbols.	Children can retell several stories from the Bible and suggest what meanings they have for the Christian faith community.	I can ask questions. I can give views( – I think because ...) I can respond sensitively to the ideas of others by expressing feelings and ideas.	Children can talk about the way in which books have different purposes and values.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between beliefs and religious stories.	Children can identify why particular stories from the Bible are important for Christians and the impact they have on believers' lives.	I can identify what influences me.	Children can describe the way a book has influenced them.



## Key Stage 1-Christianity - Christian Community – Caring for others

In this unit children learn about the way in which local Christians support and care for others, both in their own community and beyond. They will learn about Jesus’ teaching on the importance of caring for others. They will explore their own commitments and values and ways in which they take responsibility for others.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Christian Community – Caring for others	Learning from Religion	Programme of Study Christian Community – Caring for others
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognise forms of religious expression. I can recall elements of stories / Biblical teaching.	Children can recognise how members of the Christian faith community care for others. They can re-tell some stories/teaching of Jesus that show Christians how they should care for others.	I can talk about experiences and feelings and of what is of value and concern to me.	Children can talk about the ways they care for others.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can show simple knowledge and understanding by identifying some religious beliefs.  I can retell stories and suggest meanings.	Children can identify why members of the Christian faith community believe they should care for others. Children can re-tell some stories and identify some of Jesus’ teachings about how Christians should care for others and suggest some meaning for Christians today.	I can ask questions. I can give views (- I think because..) I can respond sensitively to questions about my own and others’ experience.	Children can give their own views about the importance of caring for themselves and others.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion. I can describe some forms of religious expression. I can make links between beliefs and sources.	Children can make links between the ways that Christians care for others and between stories and teachings in the Bible.	I can identify what influences me and make links between my own experience and responses and the experience of others.	Children can make connections between their own values and commitments, (how they treat others) and the values and commitments of others.

## Key Stage1- Leaders

In this unit children learn about a number of leaders described in the Bible. They will explore what makes a good leader from the Biblical viewpoint and from their own perspective.

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Leaders	Learning from Religion	Programme of Study Leaders
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories.	Children recall elements of several stories about special leaders from the Bible.	I can talk about experiences and feelings and about what is of value and concern to me .	Children can identify leaders in their own lives.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings.	Children can retell several stories about leaders from the Bible and suggest how these people had a special relationship with God.	I can ask questions. I can give views (- I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can identify how and why leaders (secular and religious) are important to themselves and others.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs.	Children can identify how the values of the leaders in the religious stories were influenced by their relationship with God.	I can ask important questions about beliefs and make links between my own and others' response.	Children can identify leaders that influence themselves and others. They can make links between the attributes of different leaders and their values and commitments.

## Key Stage 1 - Islam– Asking difficult questions – What do Muslims believe about God?

In this unit children learn about Islamic beliefs about Allah by listening to stories from the Qu’ran and from stories about the life of the prophet Muhammad(pbuh) that suggest attributes of God e.g. God is creator, trustworthy, the Most Great. They reflect upon the wonder and beauty of the world and the Islamic belief that Allah is the Creator who provides all good things. They have the opportunity to ask questions about aspects of creation that they find interesting, puzzling or amazing.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study What might God be like?	Learning from Religion	Programme of Study What might God be like?
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories.	Children can recognize that Allah is important to Muslims and recall elements of stories and passages from the Qu’ran that talk about Allah.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can respond to questions and ideas that they find amazing, puzzling or interesting – in relation to God / Allah and the natural world. Children can respond to key ideas expressed in Islamic stories in the light of their own experiences and thoughts.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I show simple knowledge and understanding by identifying some religious beliefs.  I can retell stories and suggest meanings.	Children can identify some of the special names and attributes of Allah e.g. He is One who has no partners, he is merciful, he is Creator. Children understand why the Qu’ran is important to Muslims. Children know how the stories from the Qu’ran and from the life of the prophet Muhammad(pbuh) help Muslims understand what Allah is like.	I can ask questions. I can give views ( I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can talk about their views/ideas about God / Allah. They can recognise that some questions cause people to wonder and are difficult to answer.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs.	Children can describe religious stories that help Muslims understand what Allah is like.	I can ask important questions about beliefs and make links between my own and others’ response.	Children can raise their own questions about the nature of God / Allah. They can respond to the ideas of others. They can suggest how they might show some responsibility for the natural world.

### Key Stage 1-- Islam – Belonging to a Community – The Mosque

In this unit children learn about the Mosque as a special place for Muslims. They will learn about the purpose of the Mosque and the meaning it holds for Muslims.

They will reflect upon the communities to which they belong and places that are significant to them and to others.

#### Attainment Target 1

#### Attainment Target 2

Learning about Religion	Programme of Study Belonging to a Community – The Mosque	Learning from Religion	Programme of Study Belonging to a Community – The Mosque
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall features of religious life and practice. I can recognise some symbols and use some religious words.	Children can name and talk simply about the Mosque as the special building for Muslims, how Friday is kept as a special day and how Muslims worship together. They can name and recognise some of the features of a Mosque.	I can talk about an idea and give an example. Talk about experiences and feelings.	Children can talk about their own experiences and feelings of belonging. They can identify and talk about places that are important to them and buildings in the community that have a specific function .
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can show simple knowledge and understanding by identifying some religious beliefs. I can suggest meanings for religious actions and symbols and suggest meanings	Children can identify how the Mosque might be used by Muslims. They can identify some features of the Mosque and their importance for Christians.	I can ask questions. I can give views ( – I think because ...) I can respond sensitively to the ideas of others by expressing feelings and ideas	Children can respond to the ideas and feelings of others about where they belong. Children can respond sensitively to the ideas of others about their special places.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion. I can describe some forms of religious expression.	Children can describe what happens in a Mosque and the importance of some Islamic expressions of faith.	I can identify what influences me and make links between my own experience and responses and the experience of others.	Children can make connections between their own experiences of places that are special to them and where they feel they belong and those special to others.

### Key Stage 1 - Islam- Special People- Muhammad(pbuh)

In this unit children learn about **Muhammad(pbuh)** as a special person to Muslims. They will learn about some key aspects of the life of Muhammad(pbuh) They will know that Muslims believe he was sent by Allah to help people understand how Allah wanted them to live. They will hear about some important key values in home and family life

#### Attainment Target 1

#### Attainment Target 2

Learning about Religion	Programme of Study Special People – Muhammad(pbuh)	Learning from Religion	Programme of Study Special People – Muhammad(pbuh)
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories and features of religious life and practice.	Children can recognize and link the name of Muhammad (pbuh) to Muslims. They can recall some elements of stories about Muhammad, his life and practice. They can recall the importance of some key values as expressed in home and family life e.g. respect for each person.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about what they find interesting or significant in the stories they have heard. They can talk about people who are important to them. They can talk about practices and expectations in their own home and family life.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can retell stories and suggest meanings.  I can show simple knowledge and understanding by identifying some religious beliefs.	Children can retell some of the special stories about Muhammad that are important to Muslims.  Children can identify why Muhammad is important to Muslims. Children know how some of the key teachings of Islam about family life.	I can ask questions. I can give views (- I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can ask questions and respond sensitively to the stories they have heard. They can identify how some people are important to others. Children can respond sensitively to the different experiences of class members with regard to family life.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs.	Children can describe religious stories that help Muslims understand the significance of Muhammad They can make links between Muslim teaching and expectations in a Muslim family.	I can ask important questions about beliefs and make links between my own and others' response.	Children can identify people that have an influence on their lives, and make links between this influence and their own values and commitments.

### Key Stage 1 - Judaism– What do Jews believe about God?

In this unit children learn about Jewish beliefs about God by listening to stories from the Torah. They will learn that in Jewish thought God is Creator but also Father e.g. God loves and takes care of those who remember him. They will learn about the life of Joseph as someone important to Jews and as someone who trusted in God. They will learn about the Jewish celebration of Shabbat as a celebration of God’s Creation. They have the opportunity to ask questions about aspects of creation and stories they have heard that they find interesting, puzzling or amazing.

#### Attainment Target 1

#### Attainment Target 2

Learning about Religion	Programme of Study What might God be like?	Learning from Religion	Programme of Study What might God be like?
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories, psalms, poems, prayers and pictures. I can recall some forms of religious expression.	Children can recognize that God is important to Jews and recall elements of stories and passages from the Torah that talk about God. They can recall how Jews celebrate Shabbat.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about how everyone is special /unique & the Jewish belief that everyone is special to God. Children can respond to key ideas expressed in Jewish stories/Psalms, & raise questions & ideas that they find amazing, puzzling or interesting Children can respond to the way Shabbat is celebrated in a Jewish family.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. I can identify how religion is expressed.	Children can identify some of the words used by Jews to express their understanding of what God is like. Children can retell the story of Creation and identify why it is important to Jews. They can retell the story of Joseph and suggest meanings for the events in Joseph’s life. They can identify how Shabbat is celebrated.	I can ask questions. I can give views ( – I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can talk about their views/ideas about God, & the stories they have heard. They can recognise that some questions cause people to wonder and are difficult to answer. They can respond sensitively to a celebration of Shabbat.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs.	Children can describe religious stories that help Jews understand what God is like. They can describe a Shabbat celebration	I can ask important questions about beliefs and make links between my own and others’ response.	Children can raise their own questions about the nature of God. They can respond to the ideas of others. They can suggest how they might show some responsibility for the natural world.

## Key Stage 1-Judaism- Belonging to a Community – The Synagogue

In this unit children learn about the Synagogue as a special place for Jews. They will learn about the purpose of the Synagogue and the meaning it holds for Jews. They will reflect upon the communities to which they belong and places that are significant to them and to others.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Belonging to a Community – The Synagogue	Learning from Religion	Programme of Study Belonging to a Community – The Synagogue
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall features of religious life and practice. I can recognise some symbols and use some religious words.	Children can name and talk simply about the Synagogue as the special building for Jews, how The Sabbath is kept as a special day and how Jews worship and pray together. They can name and recognise some of the features of a Synagogue.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about their own experiences and feelings of belonging. They can recognise and talk about places that are important to them and buildings in the community that have a specific function.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can show simple knowledge and understanding by identifying some religious beliefs. I can suggest meanings for religious actions and symbols and suggest meanings	Children identify how the Synagogue might be used by Jews. They can identify some features and symbols in a synagogue and their importance for Jews.	I can ask questions. I can give views (- I think because ...) I can respond sensitively to the ideas of others by expressing feelings and ideas.	Children can respond to the ideas and feelings of others about where they belong. Children can respond sensitively to the ideas of others about their special places. They can ask questions about what they see in a Synagogue.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion. I can describe some forms of religious expression.	Children can describe what happens in a Synagogue and the importance of some Jewish symbols and practices.	I can identify what influences me and make links between my own experience and responses and the experience of others.	Children can make connections between their own experiences of places that are special to them and where they feel they belong, and those special to others.

## Key Stage 1 - Judaism – Special People- Moses

In this unit children learn about Moses as a special person to Jews They will learn about some key aspects of his life from the Torah. They will know that Jews believe he was chosen by God to lead the people of Israel. They will learn that Moses received the Ten Commandments so that the Jews would have special rules for living. They will learn about Sukkot as a special Festival when Jews remember the travels of the people of Israel in the desert under the leadership of Moses.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Special people - Moses	Learning from Religion	Programme of Study Special people - Moses
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories and features of religious life and practice.	Children can recognize and connect the name of Moses to the Jewish faith. They can recall some elements of his life and journey. They can recall how Moses was given some special rules and talk about their importance for Jews. They can recall how Jews celebrate Sukkot.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about what they find interesting or significant in the stories they have heard. They can talk about people who are important to them. They can talk about practices and expectations in their own home and family life.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can retell stories and suggest meanings.  I can show simple knowledge and understanding by identifying some religious beliefs.  I can identify how religion is expressed.	Children can retell some of the stories about Moses from the Torah. Children can identify why Moses is important to Jews. Children identify how some of the Ten Commandments might impact on Jewish family life e.g. keeping the Sabbath. Children can describe why Jews celebrate Sukkot.	I can ask questions. I can give views (- I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can ask questions and respond sensitively to the stories they have heard. They can identify how some people are important to others. Children can respond sensitively to the different experiences of class members with regard to family life.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs. I can describe some forms of religious expression.	Children can describe religious stories that help Jews understand the significance of Moses. They can make links between Jewish teaching and expectations in a Jewish family.	I can ask important questions about beliefs and make links between my own and others' response.	Children can identify people that have an influence on their lives, and make links between this influence and their own values and commitments.



### Key Stage 1 - Hinduism - How is Ganesha worshipped in a Hindu home?

In this unit children learn about Ganesha and his importance to the Hindu faith community. They will learn how Ganesha is worshipped in a Hindu home. They will learn about worship as an expression of thanks and will reflect upon who they might wish to thank for the good things in their own lives.

#### Attainment Target 1

#### Attainment Target 2

Learning about Religion	Programme of Study How is Ganesha worshipped in a Hindu home?	Learning from Religion	Programme of Study How is Ganesha worshipped in a Hindu home?
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories.	Children can recognize that Ganesha is important to Hindus and can recall elements of stories about Ganesha. They can talk about how Ganesha is worshipped in a Hindu home.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can respond to questions and ideas that they find amazing, puzzling or interesting – in relation to God. Children can respond to key ideas expressed in Hindu stories in the light of their own experiences and thoughts.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can show simple knowledge and understanding by identifying some religious beliefs.  I can retell stories and suggest meanings.	Children can know that Hindus worship God at shrines in their homes and can suggest meanings for puja.  Children understand that the story of Ganesha is important to Hindus and why Hindus think it is important to say thank-you to God.	I can ask questions. I can give views (– I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can talk about their views/ideas about God. They can recognise that some questions cause people to wonder and are difficult to answer.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs.	Children can describe religious stories that help Hindus understand what God is like. They can describe how puja is conducted in a Hindu home.	I can ask important questions about beliefs and make links between my own and others' response.	Children can raise their own questions about the nature of God. They can respond to the ideas of others. They can suggest how they might show gratitude to God or to others.

### Key Stage 1 - Hinduism– Special Stories

In this unit children will learn about some stories that are important to Hindus and from these some Hindu beliefs about God and the creation. They will reflect upon stories that have special significance for them.

#### Attainment Target 1

#### Attainment Target 2

Learning about Religion	Programme of Study Special Stories	Learning from Religion	Programme of Study Special Stories
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall elements of stories and features of religious life and practice.	Children can recognize and link the name of Krishna and Hanuman to Hindus. They can recall some elements of stories about Krishna and his life. They can recall the importance of some key values as expressed in Hindu home and family life.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about what they find interesting or significant in the stories they have heard. They can talk about people who are important to them. They can talk about practices and expectations in their own home and family life.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can retell stories and suggest meanings.  I can show simple knowledge and understanding by identifying some religious beliefs.	Children can retell some of the special stories that Hindus tell about Krishna .  Children know why Krishna is important to Hindus. Children know some of the key teachings of Hinduism about family life.	I can ask questions I can give views ( – I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can ask questions and respond sensitively to the stories they have heard. They can identify how some people are important to others. Children can respond sensitively to the different experiences of class members with regard to family life.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs	Children can describe religious stories that help Hindus understand what God is like. They can make links between Hindu teaching and expectations in a Hindu family.	I can ask important questions about beliefs and make links between my own and others 'response.	Children can identify people that have an influence on their lives, and make links between this influence and their own values and commitments. They can ask questions about the Hindu religion and its beliefs.

### Key Stage 1 - Hinduism – Family and Community - The Mandir

In this unit children learn about the importance of family life and family responsibilities in Hinduism and about the Mandir (Temple) as a special place for Hindus. They will learn what happens at a Hindu wedding. They will learn about the celebration of Raksha Bandhan as a time when brothers and sister express their love and loyalty to each other. They will reflect on the roles and responsibilities that they have in their own families and how they express love and loyalty in their own families.

#### Attainment Target 1

#### Attainment Target 2

Learning about Religion	Programme of Study Family and Community-The Mandir	Learning from Religion	Programme of Study Family and Community-The Mandir
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, and recall some features of religious life and practice.	Children can talk about what happens at a Hindu wedding, what happens at Raksha Bandhan and about some aspects of Hindu family life. They can talk about the Mandir as a special place for Hindus place and about what takes place there.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about what they find interesting or significant in a Hindu wedding and in Hindu family life. They can talk about practices and expectations in their own home and family life.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can identify some features of religion and its importance for some people. I can identify how religion is expressed in different ways.	Children can identify what happens at a Hindu wedding and at the Mandir. They can identify how brothers and sisters show loyalty to each other at Raksha Bandhan. They can identify how Hindus take on responsibility for each other in their family life.	I can ask questions. I can give views (- I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can ask questions and respond sensitively to the accounts have heard. They can respond sensitively to the different experiences of class members with regard to family life.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion. I can make links between beliefs and practices. I can describe some forms of religious expression.	Children can describe what happens at a Hindu wedding, at Raksha Bandhan, when a family visits the Mandir and how Hindu family life is the same and different from their own.	I can ask important questions about beliefs and make links between my own and others' response.	Children can identify values that have an influence on their lives, and make links between those values that influence Hindus and their own values and commitments.

### Key Stage 1 - Sikhism - Special Places – The Gurdwara

In this unit children learn about the Gurdwara as a special place for Sikhs. They will learn about the purpose of the Gurdwara and the meaning it holds for Sikhs. They will reflect upon the communities to which they belong and places that are significant to them and to others.

#### Attainment Target 1

#### Attainment Target 2

Learning about Religion	Programme of Study Special Places – The Gurdwara	Learning from Religion	Programme of Study Special Places – The Gurdwara
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name and recall features of religious life and practice. I can recognise some symbols and use some religious words.	Children can name and talk simply about the Gurdwara as the special building for Sikhs, how Sikhs worship, learn and share food there. They can name and recognise some of the features of a Gurdwara.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about their own experiences and feelings of belonging. They can identify and talk about places that are important to them.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can show simple knowledge and understanding by identifying some religious beliefs.  I can suggest meanings for religious actions and symbols.	Children know how the Gurdwara might be used by Sikhs. They can identify some features and symbols in a Gurdwara and their importance for Sikhs.	I can ask questions. I can give views (– I think because ...) I can respond sensitively to the ideas of others by expressing feelings and ideas.	Children can respond to the ideas and feelings of others about where they belong. Children can respond sensitively to the ideas of others about their special places.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion. I can describe some forms of religious expression.	Children can describe what happens in a Gurdwara, and the importance of some expressions of Sikh worship and the importance of some Sikh symbols.	I can identify what influences me and make links between my own experience and responses and the experience of others.	Children can make connections between their own experiences of places that are special to them and where they feel they belong, and those special to others.

**Key Stage 1 - Sikhism– Asking difficult questions – What do Sikhs think about God? Why is Guru Nanak a Special Person to Sikhs?**

In this unit children learn about Sikh beliefs about God by listening to Sikh stories. They will learn that Sikhs believe that God is Creator and Wonderful Lord. They will learn about the Guru Granth Sahib as a special book for Sikhs and of how it is used to name a Sikh child. They will learn about the life of Guru Nanak as someone important to Sikhs and as someone who trusted in God and taught Sikhs how they should show their love for God. They have the opportunity to ask questions about aspects of creation and stories they have heard that they find interesting, puzzling or amazing.

**Attainment Target 1**

**Attainment Target 2**

<b>Learning about Religion</b>	<b>Programme of Study What might God be like?</b>	<b>Learning from Religion</b>	<b>Programme of Study What might God be like?</b>
<p><b>Level 1</b></p> <p>I can recognize, name and recall elements of stories, psalms, poems, prayers and pictures. I can recall some forms of religious expression.</p>	<p><b>Level 1</b></p> <p>Children can recognize that God is important to Sikhs and recall elements of stories about Guru Nanak.</p>	<p><b>Level 1</b></p> <p>I can talk about an idea and give an example. I can talk about experiences and feelings.</p>	<p><b>Level 1</b></p> <p>Children can talk about how everyone is special /unique and the Sikh belief that everyone is special to God. Children can respond to key ideas expressed in Sikh stories and raise questions and ideas that they find amazing, puzzling or interesting. Children can respond to the way a Sikh child is named.</p>
<p><b>Level 2</b></p> <p>I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. I can identify how religion is expressed.</p>	<p><b>Level 2</b></p> <p>Children know some of the words used by Sikhs to express their understanding of God. Children can retell some stories about Guru Nanak and suggest meanings of these for Sikhs. They can identify what happens at a Sikh naming ceremony.</p>	<p><b>Level 2</b></p> <p>I can ask question. I can give views ( – I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.</p>	<p><b>Level 2</b></p> <p>Children can talk about their views/ideas about God and the stories they have heard. They can recognise that some questions cause people to wonder and are difficult to answer. They can respond sensitively to what happens when a Sikh child is named.</p>
<p><b>Level 3</b></p> <p>I can make links between religious stories and beliefs.</p>	<p><b>Level 3</b></p> <p>Children can describe religious stories that help Sikhs understand what God is like. They can describe what happens when a Sikh child is named.</p>	<p><b>Level 3</b></p> <p>I can ask important questions about beliefs and make links between my own and others' response.</p>	<p><b>Level 3</b></p> <p>Children can raise their own questions about the nature of God. They can respond to the ideas of others. They can suggest how they might show some responsibility for the natural world and for each other.</p>

### Key Stage 1- Sikhism– Special Celebrations – Baisakhi and Diwali

In this unit children learn about the celebrations of Baisakhi and Diwali in the Sikh community. They will identify important celebrations in their own lives and feelings connected with this.

#### Attainment Target 1

#### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Special Celebrations –Baisakhi and Diwali	Learning from Religion	Programme of Study Special Celebrations –Baisakhi and Diwali
<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 1</b>
I can recognize, name features of religious life and expression and recall elements of stories, songs, poems, prayers, pictures.	Children can recognize that the Sikh faith community celebrates Guru Nanak’s birthday at Baisakhi and the release from prison of Guru Har Gobind at Diwali as special events and can recall elements of the stories and celebrations.	I can talk about an idea and give an example. I can talk about experiences and feelings.	Children can talk about what they find interesting or significant in the stories they have heard. They can talk about people who are important to them and about celebrations that they share with others.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I show simple knowledge and understanding by identifying some religious beliefs.  I can retell stories and suggest meanings.	Children can retell the special stories that Sikhs share at Diwali. They can identify what happens at Baisakhi and Diwali celebrations.	I can ask questions. I can give views ( – I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can ask questions and respond sensitively to the stories they have heard and celebrations they have learnt about. They can identify how some people/celebrations are important to themselves and others.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between religious stories and beliefs.	Children can describe how the celebration of Diwali in the Sikh community is a celebration of the triumph of good over evil.	I can ask important questions about beliefs and make links between my own and others’ response.	Children can identify celebrations that have a particular significance in their lives, making links between them and the values and commitments that they hold.

**Key Stage 2 - Christianity – Founder - Jesus in Art.**

In this unit children will learn about how artists have interpreted the life of Jesus in various artistic media. They will reflect upon how their own commitment may be communicated and expressed.

**Attainment Target 1**

**Attainment Target 2**

Learning about Religion	Programme of Study Christianity – Founder - Jesus in Art.	Learning from Religion	Programme of Study Christianity – Founder - Jesus in Art.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can ask important questions about religion and beliefs.	Children can describe how some artists have portrayed Jesus. They identify the impact of faith/belief in the religious expression of artists.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can raise and suggest answers to questions and meanings.	Children can explain how artists have made a personal response to the significance of Jesus for themselves and others.	I can raise and suggest answers to questions I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain my responses to religious concepts.	Children can explain the significance of some portrayals of Jesus.	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can respond to the work of artists/writers, drawing out from their work the significance of Jesus to them. Children can express their own views about Jesus in a variety of ways eg art, writing etc.

## Key Stage 2 - Christianity – Christian Worship

In this unit children will learn about how Christian worship is expressed in music, art, icons, the Eucharist. They will learn about the Christian celebrations of Pentecost and Christian beliefs about the presence of God with all Christians worldwide through the power of the Holy Spirit. They will reflect upon how they might use music etc to express their own feelings and emotions.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Christian Worship	Learning from Religion	Programme of Study Christian Worship
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can ask describe some key features. I can identify the impact of religion.	Children can describe how some key Christian beliefs about Jesus – are expressed in worship through music, art etc. They can identify the impact of the coming of the Holy Spirit at Pentecost and in the life of the church in a particular time and place.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to how Christian belief is expressed in worship making links between how people use music and art to express feelings, emotions, values, commitments.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can suggest meanings for a range of forms of religious expression.	Children can describe and show understanding of how worship expresses the significance of Jesus to Christians. They can describe what happened to the Church at Pentecost, making links with the promises of Jesus and the Christian understanding of the nature of God.	I can share what inspires me.	Children can share what inspires and influences them and how this might be communicated to others.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain diversity in forms of religious expression.	Children have detailed knowledge and understanding of how Christians express their belief and faith in worship. They can explain the significance of the concept of the Trinity to Christians, and some different Christian experiences of the power of the Spirit at work in the life of Christians in a particular time/place.	I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can create a presentation in any form to explain a source of inspiration to them and review this with one another.



## Key Stage 2 - Christianity – Christmas – Lower Key Stage 2

In this unit children will learn about different accounts of the Christmas story in the Gospels and will explore some symbolism in the stories. They will learn how the symbols are important to Christian faith and belief. They will reflect upon values expressed in the story.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Christmas	Learning from Religion	Programme of Study Christmas
<p><b>Level 2</b></p> <p>I can identify some features of religion and its importance for some people. I can re-tell stories and suggest meanings.</p>	<p><b>Level 2</b></p> <p>Children can retell the story of Jesus' birth and suggest meanings for some of the events and symbolism in the story.</p>	<p><b>Level 2</b></p> <p>I can identify what influences me, making links between my own and others' experience. I can recognise that some questions cause people to wonder and are difficult to answer.</p>	<p><b>Level 2</b></p> <p>Children can raise questions about the mystery and meaning of the story and about the values it promotes.</p>
<p><b>Level 3</b></p> <p>I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believers' lives.</p>	<p><b>Level 3</b></p> <p>Children can make links between the Christmas story and the significance of Jesus for Christians.</p>	<p><b>Level 3</b></p> <p>I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.</p>	<p><b>Level 3</b></p> <p>Children can make links between values and commitments expressed by Christians at Christmas and their own attitudes and behaviour.</p>
<p><b>Level 4</b></p> <p>I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.</p>	<p><b>Level 4</b></p> <p>Children can describe the Nativity story, recognising similarities and differences between the Gospels. They can suggest meanings for the symbolism in the Christmas story.</p>	<p><b>Level 4</b></p> <p>I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.</p>	<p><b>Level 4</b></p> <p>Children can suggest why the Christmas story is significant for Christians today and suggest how values expressed in the Christmas story might be shared values with other faiths.</p>

**Key Stage 2 - Christianity – Special Teaching - Rules for Living Creation /Stewardship**

In this unit children will learn about the Christian understanding of stewardship (responsibility for the earth and its resources.) They will learn about and from stories about the Creation in the Bible and identify how these stories might impact on Christian attitudes and values today. They will reflect upon their own commitments and responsibilities towards the Earth and its resources and compare these stories with those from other cultures

**Attainment Target 1**

**Attainment Target 2**

<b>Learning about Religion</b>	<b>Programme of Study Creation/Stewardship</b>	<b>Learning from Religion</b>	<b>Programme of Study Creation/Stewardship</b>
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion .I can begin to show awareness of similarities in religions I can re-tell stories and suggest meanings.	Children retell religious stories about Creation from the Bible and suggest meanings for members of the Christian faith community..	I can talk ask and respond sensitively to questions.	Children can ask and respond sensitively to questions about how Christians choose to live their lives.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links between beliefs and religious stories.	Children can make links between the stories they have heard and the actions of Christians they have learnt about.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can raise questions about the lifestyle and commitments of Christians and compare and contrast these with their own ideas and values.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe how and why Christians act as they do with reference to Biblical stories and teaching, recognising that there are sometimes differences between how Christians choose to live.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can describe how Creation stories address questions of meaning, purpose, truth and commitment and give their own ideas on the issues raised.

## Key Stage 2 - Christianity – Founder – Christmas

In this unit children will learn about how the birth of Jesus is celebrated and remembered in the life of the Church and Christmas celebrations. They will explore some Christian beliefs about Jesus eg that he was God incarnate, Jesus Christ, God’s word ; that he is the Messiah, foretold by the prophets of the Old Testament. They explore that artists have tried to interpret the significance of Jesus in painting, sculpture and icons. They will explore their own hopes for the future in relation to some Old Testament prophecies, the Coming of Jesus and the Christian belief of the Second Coming (as explored in Advent)

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Christianity – Founder - Christmas	Learning from Religion	Programme of Study Christianity – Founder - Christmas
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can ask important questions about religion and beliefs.	Children can describe some key Christian beliefs about Jesus – making links to gospel sources. They identify the impact of faith/belief in the religious expression of artists.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can raise and suggest answers to questions and suggest meanings.	Children can explain the significance of Jesus to Christians and evaluate key concepts that relate to beliefs about him by describing their value to believers.	I can raise and suggest answers to questions. I can apply my own, and others’ ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain my responses to religious concepts.	Children have detailed knowledge and understanding of how Christians express their belief in the unique significance of Jesus. They can identify and explain significant questions that arise from Christian belief.	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can examine the importance of Jesus to a Christian and can reflect on their own ideas and those of others. Children can respond to the work of artists/writers, drawing out from their work the significance of Jesus to them. Children can express their own views about Jesus in a variety of ways eg art, writing etc.

## Key Stage 2 - Christianity – Founder - Easter

In this unit children will learn about how the Christian belief in the death and resurrection of Jesus is celebrated and remembered in the life of the Church . They will explore some Christian symbols associated with Easter and Holy Week. They will explore some Christian beliefs about the death and resurrection of Jesus e.g. loss and joy, remembering, sacrifice, forgiveness. They will explore how Christians in different cultures celebrate Easter.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Christianity – Founder - Easter	Learning from Religion	Programme of Study Christianity – Founder - Easter
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion, making links between beliefs & sources.	Children can describe and suggest meanings for some key Christian symbols associated with Easter, making links to gospel sources and Christian belief. They can describe how Easter is celebrated in different cultures.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can raise and suggest answers to questions and suggest meanings.	Children can show understanding of the significance of Jesus to Christians and some understanding of key concepts that relate to beliefs about him by describing their value to believers. I can describe in detail some similarities and differences in different cultural celebrations of Easter	I can raise and suggest answers to questions. I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain my responses to religious concepts.	Children have detailed knowledge and understanding of how Christians express their belief in the unique significance of Jesus. They can explain how the gospels provide answers to ultimate questions for believers e.g. how can I be forgiven? Children can explain the reasons for similarities and differences in different cultural celebrations.	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can explore the importance of Jesus to a Christian and can reflect on their own ideas and those of others.

## Christianity KS2 – Holy Buildings –The Church

In this unit children will visit two contrasting Churches and learn about the furniture, artifacts and symbolism of these two buildings and their meaning and function for the Christians who worship there. They will raise questions and describe their response to the buildings.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Holy Buildings	Learning from Religion	Programme of Study Holy Buildings
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion. I can begin to show awareness of similarities in religions.	Children can identify features of the church and their importance for the Christians who worship there.	I can talk ask and respond sensitively to questions.	Children can respond to the atmosphere and symbolism of the church buildings,
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links.	Children can describe the meaning of some key religious features of the churches e.g.-icons, statues, stations of the cross, baptistery, font, altar, pulpit. They can recognise similarities between two different churches.	I can ask questions I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can make connections between their own personal responses to special places and those of others. They can raise questions about the nature and purpose of the Churches.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe and show understanding of some of the key features and symbols of a church making links between them and Christian beliefs and practice.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can describe a building that inspires them and influences them and suggest why it is important to them, making comparisons with the experience of others.

## Key Stage 2 - Christianity – Who was Jesus?

In this unit children will learn about some aspects of Jesus' life as told in the gospel stories – his baptism and temptations in the Wilderness, teaching about the Kingdom of God in the parables, stories which point to his Divinity eg the miracles.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Who was Jesus?	Learning from Religion	Programme of Study Who was Jesus?
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between beliefs and sources.	Children can describe some key moments in Jesus' life, making links between Christian belief about the significance of Jesus and key gospel sources.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can make connections between their actions and the consequences of their actions eg with reference to the temptations.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I show understanding of sources.	Children can describe how and why Christian beliefs about Jesus arise from the gospels.	I can raise and suggest answers to questions. I can apply my own, and others' ideas. I can share what inspires me.	Children can understand and reflect on the way in which some choices and decisions have moral and religious implications.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain how religious sources are used and provide answers to important and ethical questions.	Children can explain how gospel sources are used to provide answers to the question and identity of Jesus.	I can make a personal response to some of the concepts explored e.g. in the Parables.	Children can explore the importance of Jesus to a Christian and can reflect on their own ideas and those of others by responding to the work of artists/writers, drawing out from their work the significance of Jesus in the work. Children can express their own views about Jesus in a variety of ways e. g. art, writing etc.

## Key Stage 2 - Christianity – Prayer

In this unit children will learn about the importance and place of prayer for Christians. They will explore some Christian prayers and their meanings, the ways in which Christians pray and aids to prayer e.g. music, rosaries, icons, etc. They will learn how prayer is part of worship. They will have the opportunity to express their own ideas about prayer.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Prayer	Learning from Religion	Programme of Study Prayer
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion.	Children can show simple knowledge and understanding of how and why Christians pray.	I can talk, ask and respond sensitively to questions.	Children can express their ideas about why they and others may or may not choose to pray and respond sensitively to the ideas of others.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key features.  I can identify the impact religion has. I can make links between beliefs and prayer.	Children can begin to identify why the Christian community prays. They can identify some prayers that are important to Christians and the beliefs expressed in some prayers. They can begin to identify the impact of prayer for the Christian community.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can raise questions about the practice of prayer.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can show understanding of issues raised by belief in the power of prayer. They can suggest how prayer has meaning for those who practise it. They can make links with the practice of prayer in other faiths.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can express a personal response to prayer. They can describe what inspires and influences them.

## Key Stage 2 - Christianity – Belonging to a community – Exploring Christian Values

In this unit children will explore some of the sources of Christian teachings about values e.g. the Two Great Commandments, the Sermon on the Mount. They will explore how the concept of love of neighbour is contextualised within their local and wider community. They will communicate their own understanding of Christian values and enquire about how these values might make a difference to their own lifestyle.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Belonging to a community	Learning from Religion	Programme of Study Belonging to a community
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can identify some features of religion and its importance for some people.	Children describe in simple terms the way members of the faith community may show their commitment to others and the teachings of Jesus e.g. visiting the sick, giving to charities, praying for others. They can identify how there might be shared values with other faiths and worldviews.	I can identify what influences me, making links between my own and other's experience.	Children can make connections between their own needs and the needs of others and their experiences of caring for others.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believer's lives.	Children can describe how and why individuals are committed to Christian values and how these are expressed in their commitment to the local and wider community. They can describe how these values are shared with others.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between their learning about the impact of the Bible on the lives of Christians and sources of authority, inspiration/learning in their own lives.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe how Christian concepts are developed and understood from Jesus' teaching and example, and identify and describe some issues raised for believers.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can describe what inspires and influences them. They can express a personal response to the values identified from Christianity and apply this response to their own lives.



## Key Stage 2 - Christianity – The Bible

In this unit children will learn about the Bible as a source of Christian belief and teaching. They will learn that the Bible includes many books and is divided for Christians into Old and New Testament, that the Old Testament is from the Jewish tradition, that it includes different types of literature e.g. story, law, poetry. They will learn that some Christians use the Bible for daily devotions and that different Christians use it in different ways.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study The Bible	Learning from Religion	Programme of Study The Bible
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can identify some features of religion and its importance for some people. I can re-tell stories and suggest meanings.	Children can identify features of the Bible and why it is important to Christians. Children can identify some of the different writings to be found in the Bible.	I can identify what influences me, making links between my own and others' experience	Children can identify a source of authority in their own lives.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believers lives.	Children can describe some key writings in the Bible and how the Bible might be used by Christians.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between their learning about the impact of the Bible on the lives of Christians and sources of authority, inspiration/learning in their own lives.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe the value of the Bible to Christians as a source of inspiration, learning and authority. They can identify issues raised by some different understandings of the Bible.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can describe what inspires and influences them.

## Key Stage 2 - Christianity – Ultimate Questions –Why do people believe in God?

In this unit children will learn about how belief in God can provide Christians with answers to life’s most challenging and ultimate questions, and about how belief in God challenges our attitudes, values and commitments in life. They will examine their own attitudes and values and commitments in the light of this learning.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Ultimate Questions	Learning from Religion	Programme of Study Ultimate Questions
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can ask describe some key features. I can identify the impact of religion	Children can describe how Christianity provides believers with some answers to questions of meaning and purpose.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions about belief in God and express their own ideas about faith, commitment.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe the impact of religion on people’s lives.	Children can describe and show understanding of how faith in God impacts on the lives of believers.	I can raise and suggest answers to questions of meaning.	Children can share their own views about meaning and purpose in their lives.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain why people belong to religions.	Children can explain how religious sources are used to provide answers to ultimate questions and ethical issues.	I can ask and suggest answers to questions of identity, belonging, meaning, purpose, truth.	Children can express their views on the challenges of belonging to a religion.

## Key Stage 2 - Christianity – Commitment - How have Christians sought to follow the teaching of Jesus?

In this unit children will learn about how Christians have sought to live out the teachings of Jesus in their commitment to others, particularly the poor and marginalized. They will reflect upon their own values and commitments.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Commitment - How have Christians sought to follow the teaching of Jesus?	Learning from Religion	Programme of Study Commitment - How have Christians sought to follow the teaching of Jesus?
<p><b>Level 3</b></p> <p>I can describe some key features. I can identify the impact of religion.</p>	<p><b>Level 3</b></p> <p>Children can describe how individual Christians and Christian organisations have sought to practise their faith in adverse circumstances, particularly the poor.</p>	<p><b>Level 3</b></p> <p>I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.</p>	<p><b>Level 3</b></p> <p>Children can raise questions about belief in God and express their own ideas about faith, commitment, and about values that are important to them.</p>
<p><b>Level 4</b></p> <p>I can describe the impact of religion on people's lives.</p>	<p><b>Level 4</b></p> <p>Children can describe and show understanding of how faith in God impacts on the lives of believers e.g. Oscar Romero, Pope John Paul 11, Mother Teresa, Maria Gomez, or somebody in the local community.</p>	<p><b>Level 4</b></p> <p>I can raise and suggest answers to questions of meaning.</p>	<p><b>Level 4</b></p> <p>Children can share their own views about meaning and purpose in their lives.</p>
<p><b>Level 5</b></p> <p>I can explain why people belong to religions.</p>	<p><b>Level 5</b></p> <p>Children can explain how religious sources are used to justify a concern for the poor and marginalised.</p>	<p><b>Level 5</b></p> <p>I can ask and suggest answers to questions of identity, belonging, meaning, purpose, truth.</p>	<p><b>Level 5</b></p> <p>Children can express their views on the challenges of belonging to a religion.</p>

## Key Stage 2 - Pilgrimage

In this unit children will learn about how commitment to faith is expressed through in pilgrimage to sacred places. They will reflect upon their own life journey and its significance.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Pilgrimage	Learning from Religion	Programme of Study Pilgrimage
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can ask describe some key features. I can identify the impact of religion	Children can describe how pilgrimage is undertaken as an act of commitment by members of different faith communities. They can make links between pilgrimage and beliefs and sacred places.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions about belief, pilgrimage. They make links between the idea of a pilgrimage undertaken for religious reasons and the idea of life as a journey. They identify some significant aspects of their own life's journey.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe the impact of religion on people's lives.	Children can describe and show understanding of how pilgrimage impacts on the lives of believers and can show understanding of the significance of stories, events and teachings connected with pilgrimage using appropriate religious vocabulary. They can make links describing similarity and difference within and between religions.	I can raise and suggest answers to questions of meaning.	Children can share their own views about those who have influenced their life's journey and events that have inspired and influenced them.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain why people belong to religions.	Children can suggest how believers are inspired, fulfilled and encouraged by undertaking a pilgrimage. They can recognise similarity and diversity in the way that faith is expressed through pilgrimage.	I can ask and suggest answers to questions of identity, belonging, meaning, purpose, truth.	Children can recognise similarities and differences between their own and others' life stories. They can recognise shared and different commitments.

## Key Stage 2 - Christianity – Founder – Easter

In this unit children will learn about how the Christian belief in the death and resurrection of Jesus is celebrated and remembered in the life of the Church . They will explore some Christian symbols associated with Easter and Holy Week. They will explore some Christian beliefs about the death and resurrection of Jesus e.g loss and joy, remembering, sacrifice, forgiveness. They will explore how Christians in different cultures celebrate Easter.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study - Christianity – Founder – Easter	Learning from Religion	Programme of Study - Christianity – Founder - Easter
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion, making links between beliefs and sources.	Children can describe and suggest meanings for some key Christian symbols associated with Easter, making links to gospel sources and Christian belief. They can describe how Easter is celebrated in different cultures.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can raise and suggest answers to questions and suggest meanings.	Children can show understanding of the significance of Jesus to Christians and some understanding of key concepts that relate to beliefs about him by describing their value to believers. I can describe in detail some similarities and differences in different cultural celebrations of Easter	I can raise and suggest answers to questions. I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain my responses to religious concepts.	Children have detailed knowledge and understanding of how Christians express their belief in the unique significance of Jesus. They can explain how the gospels provide answers to ultimate questions for believers e.g. how can I be forgiven? Children can explain the reasons for similarities and differences in different cultural celebrations.	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can explore the importance of Jesus to a Christian and can reflect on their own ideas and those of others.

## Key Stage 2 - Islam – Holy Buildings – The Mosque and Prayer

In this unit children will learn about the practice of prayer in the Mosque and in other places. They will explore questions of identity and belonging in Islam and the role of the Mosque in sustaining and supporting the community. They will reflect upon questions of identity and belonging in relation to their own communities.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Holy Buildings – The mosque & prayer	Learning from Religion	Programme of Study Holy Buildings – The mosque & prayer
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion. I can begin to show awareness of similarities in religions.	Children can identify features of the Mosque and their importance for the Muslims who worship there e.g prayer hall, qibla, minbar, wash rooms etc. They can identify the importance of the mosque for a Muslim child.	I can talk, ask and respond sensitively to questions.	Children can respond to the atmosphere and symbolism of the Mosque. They can talk about the importance of belonging to communities of which they are a part.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links	Children can describe the meaning of some key religious features of the Mosque and the importance of prayer in the Mosque and at home. They can begin to identify the impact of belonging to the Muslim community on believers' lives.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can make connections between their own personal responses to special places and those of others. They can raise questions about the nature and purpose of the Mosque. They can raise questions about the importance and value of prayer and questions raised by commitment to a community.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe and show understanding of some of the key features of a Mosque making links between them and Islamic beliefs and practice.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can raise questions and suggest answers to questions that deal with how they and others show commitment to their own communities, describing what inspires and influences them.

## Key Stage 2 - Islam – Muhammad(pbuh) and the Qu’ran

In this unit children will learn about stories from the life and traditions of the Prophet Muhammad(pbuh), how the Qu’ran was revealed, and some teachings about Allah from the Qu’ran. They will learn about the Muslim belief that Muhammad (pbuh) was the last in the line of the prophets, (and some stories of the other prophets), that he was an ordinary man called to be Allah’s messenger and that he received Allah’s message in the form of the Qu’ran from the angel Jibril (Gabriel). The children will reflect upon what provides them with guidance for daily living and for decision making.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Muhammad(pbuh) & the Qu’ran	Learning from Religion	Programme of Study Muhammad(pbuh) & the Qu’ran
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can make links between beliefs and sources. I can begin to identify the impact religion has on believers’ lives.	Children can describe some key events in Muhammad’s (pbuh) life making links between the revelation given to Muhammad and the importance of the Qu’ran to Muslims.	I can identify what influences me, making links between my own and others’ experience	Children can describe some ways in which they receive messages on how to live their life, identifying what influences their own values and commitments.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can describe the impact of religion on believers’ lives.	Children can describe the impact of the Qu’ran on believers’ lives showing understanding of the authority of the Qu’ran to Muslims and the significance of Muhammad as the final prophet. They can make links between the teaching in the Qu’ran and Islamic belief and practice.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can describe what holds authority for them and how this makes a difference to their values and beliefs.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can describe why people belong to a religion. I can explain how religious sources are used to provide answers to ultimate questions.	Children can explain the impact of the Qu’ran on the lives of Muslims. They can explain how the source and authority of the Qur’an provides answers to questions of meaning and purpose for Muslims.	I can explain what inspires and influences me. I can explain the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can express a personal response to the challenges of belonging to a religion.

## Key Stage 2 - Islam – Rules for Living - The Five Pillars, Eid

In this unit children will learn about the Five Pillars of Islam and how they provide a foundation for Muslim belief and practice. They will learn about how and why Muslims celebrate Eid. They will reflect upon their own values and commitments

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study The Five Pillars, Eid.	Learning from Religion	Programme of Study The Five Pillars, Eid.
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can identify some features of religion and its importance for some people. I can identify how religion is expressed in different ways.	Children can identify how Muslims show their commitment to Allah through the Five Pillars. They can identify how Muslims celebrate Eid.	I can identify what influences me, making links between my own and others' experience.	Children can identify a source of authority in their own lives.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features of religion. I can begin to identify the impact on believers' lives.	Children can describe how the Five Pillars influence how Muslims choose to live. They can describe what happens at Eid and the significance of this festival to Muslims	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me	Children can make links between their learning about the impact of the Five Pillars on the lives of Muslims and sources of authority, inspiration/learning in their own lives.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe and show an understanding of beliefs and practices. I can describe the impact of religion on people's lives.	Children can describe the value of the Five Pillars to Muslims as a source of inspiration, and authority. They can identify issues raised for Muslims in this country by the observance of their faith.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can describe what inspires and influences them and what challenges are presented to them by raising questions about the Five Pillars.



## Key Stage 2 - Judaism – Worship in the Synagogue and in the Home

In this unit children will learn about Jewish worship in the synagogue and about prayer in the Jewish home. They will learn about some symbolic objects that are important to Jews in worship and in the home e.g. the mezuzah. They will reflect upon what is significant in their own families and their understanding of what is sacred.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Worship in the Synagogue and in the Home	Learning from Religion	Programme of Study Worship in the Synagogue and in the Home
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion. I can begin to show awareness of similarities in religions.	Children can identify features of the synagogue and their importance for the Jews who worship there. They can identify some features of Jewish family life and worship.	I can talk, ask and respond sensitively to questions.	Children can ask questions about the synagogue and about Jewish homes and respond sensitively to the experience of others.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links.	Children can describe the meaning of some key religious features of the synagogue e.g Ark and how the faith is expressed in family life.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can make connections between their own personal responses to special places and those of others. They can raise questions about what is important in Jewish family life
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe and show understanding of some of the key features and symbols of a synagogue making links between them and the importance of prayer and worship to a Jewish family.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can describe a building that inspires them and influences them and suggest why it is important to them, making comparisons with the experience of others. They can describe how their own family's identity and commitments are expressed.

## Key Stage 2 - Judaism Festivals

In this unit children will learn about some key Jewish Festivals, why they are celebrated and the stories behind them. They will reflect upon the impact of the Festivals upon believers and upon Festivals that are significant to them.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Festivals	Learning from Religion	Programme of Study Festivals
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features, make links between beliefs and sources. I can begin to identify the impact religion has on believers' lives.	Children can describe some key festivals celebrated by Jews and the stories, symbols and celebrations associated with them e.g. Passover, Rosh Hashannah and Yom Kippur, Purim and Hannukah.	I can identify what influences me, making links between my own and others' experience.	Children can identify festivals, celebrations and stories that influence them and others.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can describe the impact of religion on believers' lives.	Children can describe the festivals and celebrations showing understanding of the sources for these. They can describe the impact of the celebrations on believers' lives.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can describe what celebrations, stories inspire or influence them.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can describe why people belong to a religion. I can explain how religious sources are used to provide answers to ultimate questions.	Children can explain the impact of Jewish festivals on the lives of believers, explaining how they are used to provide meaning and to express values and commitment.	I can explain what inspires and influences me. I can explain the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can express a personal response to the challenges of belonging to a religion.

## Key Stage 2 - Judaism – Holy Books – The Torah, the Covenant, Shavuot

In this unit children will learn about the importance of the Torah in Jewish life and some of its contents e.g. rules and laws, sayings and stories. They will learn about the importance of the covenant expressing the relationship between Jews and God. They will learn about how the importance of the Torah is expressed e.g. the Sefer Torah, reading of the weekly portion, regular Torah study, and about Simchat Torah. They will learn about Shavuot. They will reflect upon what promises mean to them.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study The Torah, the Covenant, Shavuot	Learning from Religion	Programme of Study The Torah, the Covenant, Shavuot
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can describe some key features, making links between beliefs and sources. I can begin to identify the impact religion has on believers' lives.	Children can describe why the Torah is important in Jewish life.	I can identify what influences me, making links between my own and others' experience.	Children can describe some ways in which they are influenced, making links between their own commitments and those of others.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can describe the impact of religion on believers' lives.	Children can describe the impact of the Torah on believers' lives showing understanding of the authority of the Torah to Jews and the significance of the Covenant. They can make links between the teaching in the Torah and Jewish belief and practice.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can describe what holds authority for them and how this makes a difference to their values and beliefs.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can describe why people belong to a religion. I can explain how religious sources are used to provide answers to ultimate questions.	Children can explain the impact of the Torah on the lives of Jews. They can explain how the source and authority of the Torah provides answers to questions of meaning and purpose for Jews.	I can explain what inspires and influences me. I can explain the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can express a personal response to the challenges of belonging to a religion.

## Key Stage 2 - Commitment

In this unit children will learn about how commitment to faith is expressed through in a variety of ways e.g. by taking an aspect of faith e.g. dress, food, festivals, worship, holy days, community life, rites of passage. They will reflect upon the aspects of faith they have studied in relation to their own experience.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Commitment	Learning from Religion	Programme of Study Commitment
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can ask describe some key features. I can identify the impact of religion and make links.	Children can describe how a believer expresses their commitment to faith community e.g. 5 K's for Sikhs, Bar/Bat Mitzvah, kosher food, Divali, keeping of the Sabbath, going on the Hajj etc.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can express their own ideas about commitment including religious commitment. They can make links with the experience of others.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe the impact of religion on people's lives.	Children can describe and show understanding of similarities and differences both within and between religions in the chosen area of study.	I can raise and suggest answers to questions of meaning.	Children can raise and suggest answers to questions about the value of the communities to which they belong.
<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>	<b>Level 5</b>
I can explain why people belong to religions.	Children can recognise diversity and distinctive beliefs within the practice of a faith e.g. liberal / orthodox Jews and suggest possible reasons for this.	I can ask and suggest answers to questions of identity, belonging, meaning, purpose, and truth.	Children can recognise the challenges of their own community and suggest answers to any problems, challenges or opportunities they identify.

## Hinduism KS2 – What is God like in Hinduism?

In this unit children will learn about Hindu ideas about God (Brahman) and about some of these ideas as expressed in Hindu stories and the attributes of Ganesha, Krishna, Hanuman. They will have the opportunity to explore their own understanding of what God is like.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study What is God like in Hinduism?	Learning from Religion	Programme of Study What is God like in Hinduism?
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion.	Children can retell some Hindu stories showing simple knowledge and understanding of the attributes of the deities.	I can talk, ask and respond sensitively to questions about the nature of God.	Children can express their ideas about God.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key feature.  I can identify the impact religion has. I can make links between beliefs and prayer.	Children can begin to identify how the deities show attributes of Brahman, making links between beliefs, stories, and sacred texts.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can identify some questions they would like to ask a Hindu about their beliefs making links with their own response to the concept of God.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can show understanding of the Hindu belief in Brahman by describing the attributes of the different deities as facets of one God.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can suggest answers to the question of why some people believe in God.

## Key Stage 2 - Hinduism – Worship

In this unit children will learn about the importance and place of worship for Hindus. They will learn about puja in the home and arti in the Mandir. They will learn about the festival of Durga Puja and its significance for Hindus. Children will reflect upon their own experiences of worship.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study Worship	Learning from Religion	Programme of Study Worship
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion.	Children can show simple knowledge and understanding of how and why Hindus hold puja in their homes and arti in the Mandir. They will identify what happens at the Festival of Durga Puja.	I can talk ask and respond sensitively to questions.	Children can express their ideas about why they and others may or may not choose to pray and respond sensitively to the ideas of others.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key features.  I can identify the impact religion has.  I can make links between beliefs and worship.	Children can describe some worship practices that are important to Hindus and the beliefs expressed in worship and the celebration of Durga Puja.	I can ask questions I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can raise questions about the practice of Hindu worship and their own beliefs and practices.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe the practice of worship in Hinduism and make links with the practice of other faiths and with some key Hindu beliefs.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose	Children can describe what inspires and influences them and their own experiences of worship.

## Key Stage 2 – Hinduism – Commitment in the community-the cycle of life

In this unit children will learn about Hindu ideas about commitment in family life, the concept of dharma, karma and ideas associated with the cycle of life. They will learn about the Hindu respect for all living things. They will learn about the festival of Holi and the triumph of good over evil. They will reflect on their own ideas about life after death.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study The cycle of life	Learning from Religion	Programme of Study The cycle of life
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion.	Children can identify what Hindus believe about the cycle of life and about Hindu duties in the family and community.	I can talk, ask and respond sensitively to questions about the nature of God	Children can express their ideas about duties that are important in family and society.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key features.  I can identify the impact religion has. I can make links between beliefs and stories.	Children can describe some key Hindu concepts, making links between beliefs and how Hindus choose to live.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can identify some questions they would like to ask a Hindu about their beliefs making links with their own response to ideas about life after death.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can show understanding of the Hindu belief in the triumph of good over evil as expressed in some key Hindu stories. They can describe the impact of Hindu belief on the daily life of a Hindu.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose	Children can suggest what influences their own decision making and suggest from their own experience examples of how good and bad actions have had consequences.

## Key Stage 2 - Sikhism – The Gurus

In this unit children will learn about the importance of the Gurus in the Sikh faith and the forming of the Khalsa. They will learn about some key teachings of the Sikh faith. They will reflect upon the importance of leaders in their own lives and on the importance of commitment.

### Attainment Target 1

### Attainment Target 2

Learning about Religion	Programme of Study The Gurus	Learning from Religion	Programme of Study The Gurus
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can use religious words to identify some features of religion.	Children can show simple knowledge and understanding of the importance of the Gurus and their teachings.	I can talk ask and respond sensitively to questions.	Children can express their ideas about why leaders / rules are important in their own lives.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe some key features.  I can identify the impact religion has. I can make links between beliefs and prayer.	Children can begin to identify why the Gurus and the Khalsa are important to Sikh faith and beliefs.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can identify leaders and communities that influence them, making links between their own values and commitments and the values and commitments of others.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can show understanding of the sources of faith, belief and practice. They can describe the impact of belonging to the Khalsa and suggest meanings for Sikhs of this commitment.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can raise questions about the Khalsa and the Sikh commitment and express a response to e.g the equality of all. They can describe their own values and commitments, and what inspires or influences them.



## Sikhism KS2 – How is God worshipped in the Gurdwara?

In this unit children will learn about the importance and pattern of worship in the Gurdwara-kirtan(hymns) prayer and langar, how respect is shown for the Guru Granth Sahib and the Gurdwara as a place of worship which extends a welcome to men and women of all races and creeds. They will learn about the significance of the Ik Onkar and the way God is described in the Mool Mantra - Creator and Sustainer, Truth, One and only One, without fear.

### Attainment Target 1

### Attainment Target 2

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study How is God worshipped in the Gurdwara?	Learning from Religion	Programme of Study How is God worshipped in the Gurdwara?
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can identify some features of religion and its importance for some people.	Children can describe in simple terms the way members of the faith community may show their commitment in worship and in respect shown for the Guru Granth Sahib.	I can identify what influences me, making links between my own and others' experience.	Children can make connections between their values and those of the Sikh community.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believers' lives.	Children can describe how God is described in the Mool Mantra and the significance and meaning of the Ik Onkar. They can describe the impact of Sikh beliefs on practice in worship and in hospitality to all.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between their learning about Sikh community and sources of authority, inspiration/learning in their own lives.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe how guidance in the Guru Granth Sahib is treated as that of a living Guru.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can identify and describe some issues raised from the teaching of the Guru Granth Sahib for themselves. They can describe what inspires and influences them in the communities to which they belong.

## Key Stage 2 - Sikhism – Belonging to a Community – Commitment - The 5Ks

In this unit children will learn about the 5 Ks as symbols of commitment in the Sikh faith community and about how Sikh values are exemplified in worship in the Gurdwara. They will learn about the Sikh belief in karma. They will reflect on how they express commitments of their own.

<b>Attainment Target 1</b>		<b>Attainment Target 2</b>	
<b>Learning about Religion</b>	<b>Programme of Study – Belonging to a community – Commitment - The 5Ks</b>	<b>Learning from Religion</b>	<b>Programme of Study – Belonging to a community – Commitment - The 5Ks</b>
<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2</b>
I can identify some features of religion and its importance for some people.	Children can describe in simple terms the way members of the faith community may show their commitment to the community and to others. They can identify how there might be shared values with other faiths and worldviews.	I can identify what influences me, making links between my own and others' experience.	Children can make connections between their values and those of the Sikh community.
<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 3</b>
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believers' lives.	Children can describe how and why individuals are committed to Sikh values and how these are expressed in what they wear and their commitment to the local and wider community. They can describe how these values are shared with others - service to all, working honestly to earn ones living, sharing with others, all human beings are equal, respect for creation, respect for all beliefs and religions. They can identify the impact that a belief in karma might have on a Sikh.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between their learning about Sikh community and sources of authority, inspiration/learning in their own lives.
<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>	<b>Level 4</b>
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe some key Sikh values and how these are developed in everyday living in family and community. They can describe some similarities/differences between the Sikh faith and others that they have studied.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can identify and describe some issues raised from the values of Sikhs for themselves. They can describe what inspires and influences them in the communities to which they belong and what they would see as being key values for good living.

Key Stage Three – Major Focus: Buddhism (u)

**AT1 Learning about Religion and Human Experience**

**Entry** Students are able to demonstrate simple knowledge and understanding of elements of the story of the Buddha’s search for meaning. Students know that Buddhists emphasise that the Buddha was a man and a supreme example, not a god.

**L.4** Students are able to describe in more detail the significance of the story of the Buddha’s search for meaning and purpose in life, achieving enlightenment by thought and meditation.

**L.5** Students are able to explain demonstrating detailed knowledge and understanding how the Buddha became enlightened, his discovery of Anicca, Dukkha and Anatta (the Three Marks of Life) and his response to suffering.

**L.6** Students are able to offer critical analysis of Anicca, Dukkha and Anatta (the Three Marks of Life) and the Four Noble Truths.

**Questions of Meaning**

**Concept Target: asking difficult questions – why is there suffering?**

**AT2 Learning from Religion and Human Experience**

**Entry:** Students are able to talk and ask questions about some experiences which cause people to wonder and question (e.g. why is the world full of pain? do we bring suffering on ourselves?). Making links between their own values and those of others.

**L.4** Students can raise and suggest answers to a range of questions in connection with suffering (e.g. why do people suffer? What do I think of the answers offered by the Buddha?). They can apply their own and others ideas to questions of suffering.

**L.5** Students are able to explore key questions in relation to the issue of human suffering, they can, review conclude and express their own views and those of others , including those belonging to a faith community (e.g. if there is a God why do humans suffer?).

**L.6** Students are able to produce a reasoned argument in response to their own and others’ attitudes and beliefs about the issue of suffering.

## Key Stage Three – Major Focus: Hindus (U)

### AT1 Learning about Religion and Human Experience

**Entry** Students are able to demonstrate simple knowledge and understanding of the character and role of several Hindu gods (e.g. Lakshmi: Goddess of Wealth; Shiva: creator and destroyer).

**L.4** Students are able to describe in more detail some key Hindu beliefs and ideas about Brahman, the ultimate reality. e.g. Brahman: the ultimate reality is worshipped in diverse forms: Brahma, Shiva, Vishnu).

**L.5** Students are able to explain demonstrating a detailed knowledge and understanding of the Hindu concept that Brahman, the ultimate reality, is found in all living beings. Students are able to explain the impact of this belief on the attitudes of the faith community (e.g. to the environment).

**L.6** Students are able to offer critical analysis of Hindu beliefs and ideas about Brahman and the gods.

### Questions of Meaning

**Concept Target: asking difficult questions –what is God like in Hinduism?**

### AT2 Learning from Religion and Human Experience

**Entry:** Students are able to talk about their own ideas concerning the characteristics of God and ask questions and listen to the views and ideas of others, including those belonging to a faith community. They can make links between their own values and those of others.

**L.4** Students are able to raise and suggest answers to a range of questions in relation to their own and others' ideas about god including those of Hindus (e.g. what might God be like? Character, nature, existence). They can apply their own ideas to the question of what God may be like.

**L.5** Students are able to explore the impact of religious experience and the believer's choice to have faith in God. They can review, conclude, and express their own views on e.g. is there a need for a God/s? What is the purpose of God/s? Why do some people believe? What do I think of the Hindu idea of God? What do I think of the impact of Hindu belief on behaviour?.

**L.6** Students are able to produce a reasoned argument in response to their own and others' belief about the nature and purpose of God.

Key Stage Three – Principal Focus: Christianity (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of the importance of the Bible to Christians and can identify the impact of biblical teachings on the life of Christians. Students know the key features of the Bible (e.g. Old and New Testament divide, key stories and characters: Jesus).</p> <p><b>L.4</b> Students are able to describe in more detail the significance of the authority of the Bible to Christians. They are able to describe in more detail the meanings and use of the different literacy styles within the Bible (e.g. historical writings, prophecy, poetry, metaphor, literal truth).</p> <p><b>L.5</b> Students are able to explain by demonstrating detailed understanding the reasons for similarity and difference within the Bible in the way in which one principal religious belief or idea is expressed (e.g. trace the relationship between humans and God, images of the Kingdom of God, the nature of God, the Messiah).</p> <p><b>L.6</b> Students are able to offer critical analysis of a principal religious belief contained within the Bible.</p> <p><b>Working towards L.7</b> Students are able to offer a mature evaluation of a variety of interpretations given to religious texts by the Christian faith community (e.g. truth claims interpreted as metaphor or as literal truth). Students are able to evaluate the limitations of language.</p>	<p><b>Questions of Authority</b></p> <p><b>Concept Target: exploring sacred literature – a theme within the Bible</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to identify different ways in which human beings choose to communicate and consider why it is important to be able to communicate effectively (e.g. e-mail, body language, listening skills, what do I think of the Bible?).</p> <p><b>L.4</b> Students are able to apply their own and others ideas on the different ways in which they and others choose to communicate, including genres and audiences for writing (e.g. biography, reporting, persuasion). Students are able to suggest reasons for the value placed on a holy book by a faith community and by society. They can share what inspires them.</p> <p><b>L.5</b> Students are able to explore how they might best express their own important ideas and commitments through writing and symbol. Students can review, conclude and express their own views in relation to a principal religious belief or idea expressed within the Bible.</p> <p><b>L.6</b> Students are able to produce a reasoned argument in response to a principal religious belief or idea.</p> <p><b>Working towards L.7</b> Students can offer a balanced, reasoned evaluation of symbol and theory in contemporary life to explain things which are difficult to understand (e.g. religion, science, maths). Students can communicate effectively, using a variety of forms to express their own ideas and beliefs in relation to religion and human experience.</p>
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## Key Stage Three – Principal Focus: Christianity (U)

### AT1 Learning about Religion and Human Experience

**Entry** Students are able to demonstrate simple knowledge and understanding of a religious teaching connected with nature and the environment (e.g. humans are told to care for the planet).

**L.4** Students are able to describe in more detail the significance to believers of religious teachings connected with nature and the environment (e.g. stewardship).

**L.5** Students are able to explain by demonstrating detailed knowledge and understanding of key biblical teachings connected with nature and the environment. Students are able to explain the impact of these teachings on the lives of Christians and their community.

**L.6** Students are able to offer critical analysis of the beliefs, teachings and life style of the Christian faith community in relation to the issue of nature and the environment.

**Working towards L.7** Students are able to offer a mature evaluation of the contemporary relevance and practical application of religious beliefs and ideas on nature and the environment.

### Questions of Authority

**Concept Target: applying and interpreting teachings – nature, Christianity and the environment**

### AT2 Learning from Religion and Human Experience

**Entry:** Students are able to ask questions and make connections between their own values and their attitudes and behaviour (e.g. what do I think is important? How do I show this is important? How do I care for the planet?).

**L.4** Students are able to raise questions and suggest answers to questions in connection with the way in which their own and others' choices and decisions about nature and the environment may have moral implications. Students can apply their own and others ideas to moral questions, including the answers given by a faith community (e.g. different attitudes to factory farming).

**L.5** Students are able to review, conclude and express their values and commitments in connection with nature and the environment and review them in the light of other people's values and commitments, including those of a faith community (e.g. stewardship, rights, responsibilities, right/wrong).

**L.6** Students are able to produce a reasoned argument in response to their own and others' beliefs and ideas about nature and the environment, including those from a faith community.

**Working towards L.7** Students can assess the influence of philosophical, religious and secular world views on their own beliefs and values about nature and the environment. Students can offer a balanced, reasoned evaluation of their own views on the nature and purpose of life on earth.

Key Stage Three – Major Focus: Buddhism (U)

<b>AT1 Learning about Religion and Human Experience</b>	<b>Questions of Authority</b>	<b>AT2 Learning from Religion and Human Experience</b>
<p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of elements of the Eightfold Path.</p>		<p><b>Entry</b> Students are able to talk and ask questions about issues connected with Buddhist teachings (e.g. Eightfold Path: should I be kind? Does it matter what I say and do? Will my job affect the type of person that I am? Am I ever quiet? Is it ever good to think and reflect? What is a good life? How can I live a good life?). They can make links between their own values and those of others.</p>
<p><b>L.4</b> Students are able to describe in more detail the significance for Buddhists of the Eightfold path, using appropriate religious vocabulary.</p>	<p><b>Concept Target: applying and interpreting teachings – searching for tranquillity</b></p>	<p><b>L.4</b> Students can raise and suggest answers to a range of questions in relation to their own and others’ search for meaning and purpose in life, including the search of those belonging to a faith community (e.g. does life have a meaning? Does Buddhism offer answers/solutions? Is it possible to live a good life guided only by one’s conscience?).</p>
<p><b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding the impact of the teaching of the Eightfold Path to the everyday life of a Buddhist (e.g. Metta, Five Precepts, and Meditation).</p>		<p><b>L.5</b> Students are able to explore key questions in relation to the Eightfold Path, they can review, conclude and express a range of responses to questions (e.g. can humans cultivate an attitude of loving kindness? What is anger? Can attitude, speech and action cause harm? Is there value in meditation?).</p>
<p><b>L.6</b> Students are able to critically analyse the impact of the Eightfold Path on the life of a Buddhist (e.g. is the Eightfold Path achievable?).</p>		<p><b>L.6</b> Students are able to consider the challenges of the application of Buddhist teachings for their own and others’ lives (e.g. Eightfold Path).</p>

## Key Stage Three – Comparative and Contrasting Concept Target (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of key elements of some religious events which mark initiation into the faith community. They can see similarities between Christian and Jewish practice.</p> <p><b>L.4</b> Students are able to describe in more detail the similarities and differences of religious events and the meanings of different uses of symbolism which mark initiation into the faith community. (E.g. believers' baptism, confirmation, Bar Mitzvah, Bat Mitzvah/Bat Chayil).</p> <p><b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding the reasons for similarity and difference between some of the principal beliefs and practices connected with initiation rites (e.g. believers' baptism, confirmation, Bar Mitzvah, Bat Mitzvah/Bat Chayil). They can explain the impact of belief on religious practice.</p> <p><b>L.6</b> Students are able to offer critical analysis of the beliefs and practices of two faith communities in connection with initiation.</p> <p><b>Working towards L.7</b> Students are able to give a balanced interpretation of a variety of religious traditions/rituals which mark initiation within one faith community (e.g. Judaism: bat/bar mitzvah, Christianity: believer's baptism).</p>	<p><b>Questions of Identity</b></p> <p><b>Concept Target: commitment within a community – initiation within two religious communities Christianity and Judaism</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to talk and ask questions about their own and others' experiences of growing up and what/who influences their own and others' lives, including those belonging to a faith community. They can make links between their own values and those of others.</p> <p><b>L.4</b> Students understand can apply on their own and others' ideas and experiences to issues of commitment and belonging (e.g. growing up, change, belonging). Students raise questions and suggest answers to a range of questions about those experiences in relation to their own and other people's lives, recognising that responses may vary (e.g. where do I belong? How am I changing? Does religion play a part in the life journey?).</p> <p><b>L.5</b> Students can review, conclude and express their own values and commitments in the light of other people's values and commitments, including those belonging to a faith community (e.g. teenage commitment to family, school, animals, bands, clubs, football, peers, religious community).</p> <p><b>L.6</b> Students are able to evaluate the powerful emotions associated with commitment within their own and other people's lives, including those belonging to faith communities.</p> <p><b>Working towards L.7</b> Students are able to assess the influence of philosophical, religious and secular world views on their own and others' beliefs and commitments and offer a mature evaluation of the manner in which human beings choose to demonstrate commitment (e.g. connections with motivation).</p>
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## Key Stage Three – Comparative and Contrasting Concept Target (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of the way in which religious beliefs can be expressed in many ways (e.g. art, film, literature).</p> <p><b>L.4</b> Students are able to describe in more detail the meanings of symbolism within religion, showing how religious belief can be expressed in a variety of ways (e.g. literature: The Lion, the Witch and the Wardrobe).</p> <p><b>L.5</b> Students are able to explain by demonstrating detailed knowledge and understanding the reasons for similarity and difference in some of the ways in which principal religious beliefs and ideas are expressed in Art, Music and literature.(e.g. Coventry Cathedral: reconciliation, Salisbury Cathedral’s prisoners of conscience window, Christian worship music, Christian art, Islamic art, Buddha Rupas, Divali’s expression of good over evil, Beth Shalom Holocaust Memorial Centre, Nottingham).</p> <p><b>L.6</b> Students are able to offer critical analysis of a range of expressions of religious belief.</p> <p><b>Working towards L.7</b> Students are able to give a balanced interpretation of religious language and symbolism in relation to the central beliefs of the religions being studied.</p>	<p><b>Questions of Identity</b></p> <p><b>Concept Target: expression of worship – expressing meaning through art, music and literature in religion</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to talk about what gives their lives special meaning (e.g. friends, family, ambitions, hopes, music) and say why these are meaningful. Students are able to make links between the meaning given to their own lives and the lives of others’, including those from a faith community.</p> <p><b>L.4</b> Students are able to apply their own and others ideas to the way in which they make sense of their own experience and how they and others, including those belonging to a faith community, choose to express difficult ideas and feelings (e.g. perception pictures, perceptions of beauty/awe and wonder, modern parables, youth culture, music, dress, dance, bands, religious expressions and symbol). They can share what inspires them.</p> <p><b>L.5</b> Students are able to explain why a particular piece of art, music or literature which has particular meaning to them and inspires them. Students can review conclude and express their own views on key questions in relation to such expressions of meaning (e.g. why do some humans feel the need to worship? Why do others feel no such need? How does music arouse emotions?).</p> <p><b>L.6</b> Students are able to evaluate both secular and religious expressions of belief.</p> <p><b>Working towards L.7</b> Students are able to assess the influence of philosophical, religious and secular world views for their own and others’ views on the nature and possible meaning/non-meaning of life on earth.</p>
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## Key Stage Three – Major Focus: Hinduism (U)

<b>AT1 Learning about Religion and Human Experience</b>	<b>Questions of Identity</b>	<b>AT2 Learning from Religion and Human Experience</b>
<p><b>Entry</b> Students are able to demonstrate a simple knowledge and understanding by identifying the key elements of Hindu worship (e.g. home and Mandir).</p>		<p><b>Entry:</b> Students are able to talk about their own experience of worship and celebration and respond sensitively to the ideas of others, including those belonging to a faith community (e.g. birthdays, Christmas, sports fixtures, weddings, moments of awe and wonder).</p>
<p><b>L.4</b> Students are able to describe in more detail the meanings of the home and the temple for Hindu worship (e.g. worship in the home and Mandir, Murti ceremony, bhajan and Kirtan (singing), havan (sacred fire), pravachan (sermon)).</p>	<p><b>Concept Target: expression of worship - Hinduism</b></p>	<p><b>L.4</b> Students are able to raise and suggest answers to a range of questions about a human need to worship and celebrate (e.g. do humans have a spiritual need? Do humans need to worship? What is a spiritual experience – a visit to Anfield, sunset? Do humans need role models/greater being? What are my responses to Hindu worship?).</p>
<p><b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding of the impact of Hindu beliefs and teachings on the practices associated with worship and celebration (e.g. Holi, Navaratri, Shivaratri, Dassehra, Ramnavami, Janmashtami).</p>		<p><b>L.5</b> Students are able to understand that some human experiences are shared and review, conclude and express their own understanding of the value and purpose of worship and celebration in the light of the experiences of others, including those belonging to a Hindu faith community.</p>
<p><b>L.6</b> Students are able to offer critical analysis of the key religious beliefs connected with Hindu worship and celebration.</p>		<p><b>L.6</b> Students are able to evaluate the powerful emotions associated with worship and celebration, for self and for others, religious and secular.</p>

Key Stage Three – Principal Focus: Christianity (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to show through description simple knowledge of the Christian belief in the miraculous (e.g. one of Jesus’ miracles, modern day healing: Jackie Pullinger).</p> <p><b>L.4</b> Students are able to describe in more detail similarity and difference in different interpretations of miraculous events (e.g. feeding the five thousand, resurrection of Jesus, virgin birth).</p> <p><b>L.5</b> Students are able to explain how belief in the miraculous may have an impact on the lives of believers (e.g. pilgrimage to Lourdes, Christian healing, Jackie Pullinger, Joni).</p> <p><b>L.6</b> Students are able to offer critical analysis of key religious beliefs connected with the miraculous.</p> <p><b>Working towards L.7</b> Students are able to offer mature evaluation of the way in which fundamentalist, liberal and conservative Christians interpret both biblical and modern day miracles.</p>	<p><b>Questions of Meaning</b></p> <p><b>Concept Target: asking difficult questions – are miracles evidence of God?</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to talk about their own views and ideas on the miraculous and listen to and ask questions about the views and ideas of others, including those belonging to a faith community.</p> <p><b>L.4</b> Students are able to raise and suggest answers to a range of questions in relation to their own and other people’s beliefs about the miraculous recognising that responses may vary; including the responses of those belonging to a faith community (e.g. do miracles happen? What is a miracle?).</p> <p><b>L.5</b> Students are able to explore key questions in relation to the miraculous and review, conclude and express their own views on how and why belief affects behaviour (e.g. need for healing, search for God, and search for personal meaning).</p> <p><b>L.6</b> Students are able to consider challenges to a range of religious and secular responses to questions about the miraculous, offering their own reasoned answers and ideas.</p> <p><b>Working towards L.7.</b> Students are able to assess philosophical, religious and secular world views for their own and others’ views on the nature of the miraculous. Students are able to offer a mature, balanced, reasoned evaluation of their own and others’ views on the nature of human-kinds’ search for ultimate meaning and purpose.</p>
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## Key Stage Three – Major Focus: Buddhism (U)

<b>AT1 Learning about Religion and Human Experience</b>	<b>Questions of Meaning</b>	<b>AT2 Learning from Religion and Human Experience</b>
<p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of elements of key Buddhist teaching (e.g. Dana (generosity) Sila (moral conduct) Kamma, Nivarna (life as cyclical).</p> <p><b>L.4</b> Students are able to describe in more detail the impact for Buddhists of key teachings (e.g. Kamma, Sila, and Nivarna).</p> <p><b>L.5</b> Students are able to explain by demonstrating detailed knowledge and understanding of the way in which Buddhists express ideas about life and rebirth (e.g. wheel of life, life as cyclical, the Six Realms).</p> <p><b>L.6</b> Students are able to evaluate the effect on doctrine of the geographical spread of Buddhism (e.g. Theravada, Mahayana).</p>	<p><b>Concept Target: asking difficult questions – what do Buddhists believe about the consequences of their actions?</b></p>	<p><b>Entry:</b> Students are able to make links between their own behaviour and the consequences of their behaviour. Students are able to respond sensitively to a Buddhist teaching on behaviour (e.g. does what I do now affect what happens to me in the future?)</p> <p><b>L.4</b> Students are able to reflect on and apply to their own and others ideas the way in which choices and decisions may have moral implications (e.g. does every action have a reaction? Consequence – immediate/long term?). Students are able to raise and suggest answers to a range of questions in relation to several Buddhist teachings on life and death.</p> <p><b>L.5</b> Students are able to review, conclude and express their own beliefs and ideas in connection with death in the light of other people's beliefs and ideas, including those belonging to a faith community (e.g. life as linear, life as cyclical, life as brute fact, life after death, reincarnation).</p> <p><b>L.6</b> Students are able to evaluate Buddhist perspectives on liberation (e.g. do people suffer the consequences of action? Are consequences always negative? Why do the wicked appear to prosper? Is liberation the result of devotion, action, knowledge? Does Buddhism provide answers?).</p>

Key Stage Three – Major Focus: Hinduism (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students demonstrate simple knowledge and understanding of the key features of Hindu funeral practices.</p> <p><b>L.4</b> Students are able to describe in more detail the meaning for Hindus of funeral practices and rituals.</p> <p><b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding to impact of teachings on Karma, Samsara, Moksha and Atman for the Hindu faith community.</p> <p><b>L.6</b> Students are able to evaluate some of the ways in which belief affects the life of a Hindu (e.g. The Three Paths to Liberation: Bhakti, Karma, and Jnana).</p>	<p><b>Questions of Meaning</b></p> <p><b>Concept Target: asking difficult questions – what do Hindus believe about death?</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to make links between their own behaviour and the consequences of their behaviour. Students are able to respond sensitively to a Hindu teaching on behaviour (e.g. does what I do now affect what happens to me when I die?).</p> <p><b>L.4</b> Students are able to reflect on and apply to their own and others ideas the way in which others' choices and decisions may have moral implications (e.g. does every action have a reaction? Consequence – immediate/long term?). Students are able to raise and suggest answers to a range of questions in relation to several Hindu teachings about death.</p> <p><b>L.5</b> Students are able to review, conclude and express their own beliefs and ideas in connection with death and review them in the light of other people's beliefs and ideas, including those from a faith community (e.g. life as linear, life as cyclical, life as brute fact, life after death, reincarnation).</p> <p><b>L.6</b> Students are able to evaluate Hindu perspectives on liberation (e.g. do people suffer the consequences of actions? Are consequences always negative? Why do the wicked appear to prosper? Is liberation the result of devotion, action, knowledge? Does Hinduism provide answers?).</p>
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Key Stage Three – Comparative and Contrasting Concept Target (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of key religious teachings in the Bible and the Qu’ran on human relationships (e.g. love, forgiveness, respect, equality and individual worth,).</p> <p><b>L.4</b> Students are able to describe in more detail the similarities and differences in the key religious teachings in the Bible and the Qu’ran on human relationships (e.g. forgiveness, love, respect, equality and individual worth,).</p> <p><b>L.5</b> Students are able to explain, demonstrating detailed knowledge and understanding, how key religious teachings on relationships have been applied by Christian and Muslim believers. (e.g. Greater and Lesser Jihad, Muhammad’s (pubh) last Sermon, Jesus Sermon on the mount, The role of women in Islam and Christianity, Hadiath (Hassan to supply) The prophets relationship with Kahidjah , Mary the mother of Jesus,).</p> <p><b>L.6</b> Students are able to offer critical analysis of key religious beliefs and teachings on human relationships as exemplified by individuals. (e.g. Jesus Mary, Muhammad, Kahidjah )</p>	<p><b>Questions of Authority</b></p> <p><b>Concept Target: exploring sacred literature – living in Peace</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to talk and ask questions about why relationships are important to themselves and to others, including those from a faith community, They can respond sensitively to the ideas of others by expressing feelings and ideas</p> <p><b>L.4</b> Students are able to raise and suggest answers to questions on the way in which many human experiences are shared ones, including the drive to form relationships (e.g. self-esteem, individual worth, and respect for others). Students are able to apply their own and others ideas, they can share what inspires them.</p> <p><b>L.5</b> Students are able to reflect by reviewing concluding and expressing their own values and commitments in connection with personal relationships in the light of the values, commitments and example of others, including those belonging to a faith community (e.g. I think respect is..., respect is important because...).</p> <p><b>L.6</b> Students are able to produce a reasoned argument in response to religious teachings and secular ideas on the quality of human relationships.</p>
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## Key Stage Three – Comparative and Contrasting Concept Targets (u)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge of a religious teaching on the importance and value of individuals. Students have simple knowledge of the life of one individual or event connected with the issue of prejudice (e.g. holocaust: Corrie Ten Boon).</p> <p><b>L.4</b> Students are able to describe in more detail the significance to believers of key religious beliefs and teachings connected with the unique value of the individual. Students are able to describe in more detail the significance to believers of key individuals and events connected with the issue of prejudice (e.g. holocaust, Martin Luther-King, Apartheid: Desmond Tutu).</p> <p><b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding the impact that religious belief has made on the lives of individuals and communities and their response to the issue of prejudice (e.g. Corrie Ten Boon, Maximilian Koble).</p> <p><b>L.6</b> Students are able to offer critical analysis of the beliefs and teachings of a faith community on the issue of prejudice.</p> <p><b>Working towards L.7</b> Students are able to offer a mature evaluation of the contemporary relevance of key religious teachings and beliefs about prejudice.</p>	<p><b>Questions of Authority</b></p> <p><b>Concept Target: applying and interpreting teaching - prejudice</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to talk, ask questions and respond sensitively to their own and others' experiences, feelings, ideas and beliefs in connection with prejudice, including the beliefs of those belonging to a faith community.</p> <p><b>L.4</b> Students are able to understand and reflect on their own and others' values and actions in connection with the issue of prejudice (e.g. principle, consequence). Students are able to share what inspires them (e.g. an example of a key believer) in connection with the issue of prejudice.</p> <p><b>L.5</b> Students are able to review, conclude and express their values and actions in connection with the issue of prejudice in the light of other people's values and actions, including those belonging to a faith community (e.g. nationalism, patriotism).</p> <p><b>L.6</b> Students are able to produce a reasoned argument in response to religious teachings and secular ideas on the issue of prejudice.</p> <p><b>Working towards L.7.</b> Students can assess the influence of philosophical, religious and secular world views on their own and others beliefs and values in connection with prejudice and the value of human life.</p>
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Key Stage Three – Principal Focus: Christianity (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of several Christian artefacts and symbols.</p> <p><b>L.4</b> Students are able to describe in more detail the meanings of Christian artefacts and the uses of symbolism within the Christian church (e.g. cross, genuflection, holy water, clothes, colour, WWJD bands, dove, fish).</p> <p><b>L.5</b> Students are able to explain by demonstrating detailed knowledge and understanding of the reasons for similarity and difference in some of the ways in which the Christian church (e.g. Church of England, Catholic, Orthodox, Baptist, House church and Quakers) express their principal beliefs and ideas through the use of symbol (e.g. interpretations of the Eucharist, role of Mary, Holy Spirit).</p> <p><b>L.6</b> Students are able to offer critical analysis of the ways in which different denominations interpret Christian beliefs (e.g. role of Eucharist, Mary, Holy Spirit).</p> <p><b>Working towards L.7</b> Students are able to give a balanced interpretation of the different meaning given to texts, language, figures of speech and symbolism by Christian denominations, in relation to the central beliefs of the Christian church (e.g. virgin birth, resurrection).</p>	<p><b>Questions of Identity</b></p> <p><b>Concept Target: expression of worship – interpreting Christian symbol</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to identify several different ways in which they and others communicate, including those belonging to a faith community (e.g. use of symbol, sign language, Braille).</p> <p><b>L.4</b> Students are able to understand that many human experiences are shared ones and apply their own and others ideas on the ways in which humans communicate with each other, including those belonging to a faith community (e.g. use of symbol).</p> <p><b>L.5</b> Students are able to review conclude and express their own views and those of others on the power and limitations of both religious and secular forms of communication (e.g. to persuade, to express mystery, to interpret).</p> <p><b>L.6</b> Students are able to evaluate the differing Christian perspectives on a range of issues (e.g. Eucharist) giving reasoned responses for such differences.</p> <p><b>Working towards L.7.</b> Students can offer a mature, balanced, reasoned evaluation of differing Christian perspectives on a range of issues in relation to their historical and cultural contexts, contemporary relevance and practical application.</p>
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Key Stage Three – Principal Focus: Christianity (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of a Christian argument for the existence of God (e.g. teleological).</p> <p><b>L.4</b> Students are able to describe in more detail several Christian arguments about the existence of God (e.g. ontological, teleological, Aquinas 5 proofs) using appropriate religious and philosophical vocabulary (e.g. belief).</p> <p><b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding how belief in God has an impact on a believer’s response to an ultimate question (e.g. how was the universe created?).</p> <p><b>L.6</b> Students are able to evaluate religious beliefs and ideas which underpin arguments for the existence of God.</p> <p><b>Working towards L.7</b> Students are able to offer a mature evaluation of arguments from Christianity, Islam and Judaism for the existence of God, evaluating beliefs and attitudes that are both distinctive and connected.</p>	<p><b>Questions of Meaning</b></p> <p><b>Concept Target: asking ultimate questions – does God exist?</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able ask questions of importance and give their own views about the existence of God and responding sensitively to the ideas of others, including those belonging to a faith community.</p> <p><b>L.4</b> Students are able to raise and suggest answers to a range of questions in relation to the existence of God recognising that responses may vary, including those responses offered by believers (e.g. why do people believe? Can there be proof?).</p> <p><b>L.5</b> Students are able to review, conclude and express their own views to responses to the question of the existence of God, including those responses offered by believers (e.g. does the universe require a creator?).</p> <p><b>L.6</b> Students are able to evaluate their own and others’ arguments for and against the existence of God, including those arguments offered by believers.</p> <p><b>Working towards L.7.</b> Students are able to offer a mature, balanced and reasoned evaluation of their own and others responses to the truth claims of Christianity, Judaism and Islam in connection with the existence of God.</p>
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Key Stage Three – Principal Focus: Christianity (U)

AT1 Learning about Religion and Human Experience	Questions of Meaning	AT2 Learning from Religion and Human Experience
<p><b>Entry</b> Students demonstrate simple knowledge and understanding of the key features of a Christian funeral service and the Christian belief in life after death.</p>	<p><b>Concept Target: asking ultimate questions – what do Christians believe about death?</b></p>	<p><b>Entry:</b> Students are able to respond sensitively to their own and others' questions and ideas about death which they find interesting or puzzling, including the beliefs and ideas of those belonging to a faith community.</p>
<p><b>L.4</b> Students are able to describe in more detail key Christian beliefs about life after death and how these meanings are expressed in funeral practices (e.g. resurrection of the body).</p>		<p><b>L.4</b> Students are able to understand human attitudes to death (e.g. all humans face death, loss, grief, sorrow, remorse). Students are able to raise and suggest answers to a range of questions in relation to death and dying recognising that responses may vary; including the responses of those belonging to a faith community (e.g. is there life after death?).</p>
<p><b>L.5</b> Students are able to explain by demonstrating detailed knowledge and understanding how some of the key beliefs of Christianity have an impact on a believer's view of life after death (e.g. Jesus' death and resurrection, heaven/hell, second coming, judgement).</p>		<p><b>L.5</b> Students are able to review, conclude and express their own views on the impact that beliefs and ideas about death and dying may have on their own and others' behaviour, including those belonging to a faith community (e.g. mourning, funeral practices, cryogenics, near death experiences).</p>
<p><b>L.6</b> Students are able to offer critical analysis of Christian beliefs about death and life after death.</p>		<p><b>L.6</b> Students are able to produce a reasoned argument in response to human experience and religious teaching on death.</p>
<p><b>Working towards L.7</b> Students are able to offer a mature evaluation of the principal religious beliefs connected with dying (e.g. judgement, forgiveness, belief in heaven/hell).</p>		<p><b>Working towards L.7.</b> Students are able to express the significance of philosophical, religious and secular world views on the nature and possible purposes of life on earth for themselves and for others. Students are able to offer a mature evaluation of the powerful human emotions associated with death and dying.</p>

Key Stage Three – Major Focus: Hinduism (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge of elements of key stories from Hindu Sacred texts (e.g. Rama and Sita) and their importance for Hindus.</p> <p><b>L.4</b> Students are able to describe in more detail the meanings of and the impact on believers of Hindu sacred writings (e.g. the Bhagavad Gita, The Mahabharata, the Vedas, the story of Rama and Sita – good and evil, loyalty, love, jealousy).</p> <p><b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding of the impact of Hindu teachings, beliefs and commitments to the lives of individuals and communities (e.g. pilgrimage, Ganges, death, reincarnation, avatars of Vishnu).</p> <p><b>L.6</b> Students are able to evaluate how religious belief makes a difference to the lives of individuals and communities (e.g. pilgrimage, commitment).</p>	<p><b>Questions of Authority</b></p> <p><b>Concept Target: exploring sacred literature -Hinduism</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to respond sensitively to their own and others' questions and ideas raised by Hindu stories which they find interesting or puzzling (e.g. Rama and Sita: does good always conquer?).</p> <p><b>L.4</b> Students are able to raise and suggest answers to a range of questions in relation to Hindu sacred writings. Students are able to apply their own and others ideas on the value of Hindu teachings for themselves and others (e.g. loyalty, goodness, evil).</p> <p><b>L.5</b> Students are able to review conclude and express their own values and commitments in the light of other people's values and commitments, including those of the Hindu faith community.</p> <p><b>L.6</b> Students are able to evaluate their own and others' values and commitments and the impact of such commitments on their own and others' lives, including those belonging to a faith community.</p>
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## Key Stage Three – Comparative and Contrasting Concept Target (U)

<b>AT1 Learning about Religion and Human Experience</b>	<b>Questions of Authority</b>	<b>AT2 Learning from Religion and Human Experience</b>
<b>Entry</b> Students are able to demonstrate simple knowledge and understanding of one or more key religious teachings connected with an issue of justice and injustice.		<b>Entry:</b> Students have the opportunity to ask questions of importance to themselves in connection with the issue of justice and injustice. Students are able to talk, and give their own views on the issue of justice and injustice (e.g. is everyone equal? Should everyone be treated the same way?). Students are able to think about the views of those belonging to a faith community.
<b>L.4</b> Students are able to describe in more detail the meanings of key religious beliefs and teachings for believers with reference to an issue of justice and injustice (e.g. homelessness, crime and punishment, less economically developed countries: using The Sermon on the Mount as an example).	<b>Concept Target: applying and interpreting teaching – asking moral and religious questions – justice and injustice</b>	<b>L.4</b> Students are able to apply their attitudes and those of others to issues of justice and injustice, including the attitudes of those belonging to a faith community (e.g. equality and the value of human life).
<b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding of the impact that belief has made on the life of one or more influential Christian and their response to the issue of justice and injustice (e.g. Desmond Tutu, Trevor Huddleston, Martin Luther-King, Oscar Romero, Gordon Wilson, Amy Biehl).		<b>L.5</b> Students are able to review conclude and express their own and others' values and commitments in connection with the issues of justice and injustice including those with a faith commitment (e.g. Nelson Mandela, Truth and reconciliation committee, Howard League, Amnesty International, Shelter, Christian Aid, Big Issue).
<b>L.6</b> Students are able to offer critical analysis of the beliefs and teachings of a faith community on the issue of justice and injustice.		<b>L.6</b> Students are able to produce a reasoned argument in response to religious teachings and human experience on the issue of justice and injustice.
<b>Working towards L.7</b> Students are able to offer a mature evaluation of the contemporary relevance and practical application of religious beliefs and ideas on justice and injustice.		<b>Working towards L.7.</b> Students can assess the influence of philosophical, religious and secular world views on their own and others' beliefs and values about justice and injustice.

Key Stage Three – Major Focus: Buddhism (U)

<p><b>AT1 Learning about Religion and Human Experience</b></p> <p><b>Entry</b> Students are able to demonstrate simple knowledge and understanding of the main features of a Buddhist Sangha understanding that the Buddha is a supreme example to followers and not worshiped as a god (e.g. statues of Buddha, shrine room, garden). Students demonstrate simple knowledge of the life of a Buddhist monk, nun and lay person.</p> <p><b>L.4</b> Students are able to describe in more detail the symbolic meanings of the main features of a Buddhist Sangha for monks, nuns and the lay community (e.g. statues of Buddha, shrine room, stupa, meditation hall, garden Vinaya).</p> <p><b>L.5</b> Students are able to explain demonstrating detailed knowledge and understanding the Buddhist teachings and ideas and principal practices associated with meritorious work (e.g. Dana, Metta, chanting, recitation of scriptures and meditation).</p> <p><b>L.6</b> Students are able to evaluate the Buddhist practices of meditation and meritorious work</p>	<p><b>Questions of Identity</b></p> <p><b>Concept Target: expression of worship – Buddhism The Sangha</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p><b>Entry:</b> Students are able to identify and talk about people, places and artefacts that influence themselves (e.g. home, personal room, club, special place). Students are able to respond sensitively to the ideas of others, including those belonging to a faith community.</p> <p><b>L.4</b> Students are able to share what is inspiring and of value to them and to others and how and why such values are expressed, including the values of those belonging to a faith community (e.g. use of symbol to demonstrate values). Students are able to raise and suggest answers to a range of questions in connection with the Buddhist community life of monks, nuns and lay people (e.g. why be a monk? What do I think about celibacy, abstinence from smoking, alcohol, communal living, poverty?).</p> <p><b>L.5</b> Students are able to review, conclude and express their own and others' values and commitments in the light of Buddhist values (e.g. non-violence and loving kindness, generosity, choosing to belong to a community).</p> <p><b>L.6</b> Students are able to evaluate the powerful emotions associated with worship, both for self and others, religious and secular. Students are able to evaluate how the beliefs and daily practices of Buddhism might be applied to a range of their own and others' experiences (e.g. why be generous?).</p>
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Key Stage Three – Major Focus: Sikhism

<p><b>KS3 - SIKHISM</b></p> <p><b>AT1 Learning about Religion and Human Experience</b></p> <p>Entry Students are able to demonstrate simple knowledge and understanding of key elements connected with belonging to a Sikh community (e.g. Guru Nanak, Guru Gobind Singh, Panthe, Panj Kakke, Guru Granth Sahib, Gurdwara, Langar).</p> <p>L.4 Students are able to describe in more detail the meanings to the Sikh community of people, books, places, artefacts, events and teaching using appropriate religious vocabulary (e.g. Mool Mantar, Guru Nanak: Guru Gobind Singh, Guru Granth Sahib, Panth, Panj Kakke, worship in the home and Gurdwara).</p> <p>L.5 Students are able to demonstrate detailed knowledge and understanding of some of the principal beliefs, practices, people, places and objects of Sikhism and explain how these may have an impact on the lives of individual believers and the Sikh community (e.g. Sewa, Khalsa, Equality Rahit: (obligations) Kurahit (prohibitions) attitudes to contemporary issues – family life, racism).</p> <p>L.6 Students are able to offer critical analysis of what it means to belong to the Sikh community.</p>	<p><b>Questions of Identity</b></p> <p><b>Concept Target: commitment within a community – what does it mean to be a Sikh?</b></p>	<p><b>AT2 Learning from Religion and Human Experience</b></p> <p>Entry: Students are able to ask questions about their own sense of belonging and identify the influences that for many people make it important to belong, including those belonging to a faith community.</p> <p>L.4 Students are able to apply their own and others’ ideas about belonging and the value of community life, including belonging to a faith community (e.g. am I important? Where do I belong? Do I need others? Do others need me? What is a community? What do I think of Sikh community life? What is equality?).</p> <p>L.5 Students are able to review, conclude and express their own and others’ values and commitments, including those belonging to a Sikh community (e.g. can there be more than one truth? How do Sikhs view equality? Social responsibility: How do I decide what is right/wrong?).</p> <p>L.6 Students are able to evaluate the powerful emotions associated with their own and others’ values, commitments and beliefs.</p>
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