



St.Helens Council

St Helens Council

Agreed Syllabus for Religious Education



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Why is religious education important?

Religious education (RE) makes a distinctive contribution to a balanced and broadly-based school curriculum which:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society
- prepares pupils for the opportunities, responsibilities and experiences of later life

Religion and beliefs inform our values and are reflected in what we say and how we behave. 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 the nature of religion and belief including Christianity, other principal religions, other religious traditions, and world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances awareness and understanding of religions and beliefs, teachings, practices and forms of expression, and of the influence of religion on individuals, families, communities and cultures.

RE 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.

RE contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. It encourages them to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. RE 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.

RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic (PSHE) education, the humanities and the arts, education for sustainable development.

How does RE contribute to wider curriculum aims?

Religious education contributes to the three statutory aims of the National Curriculum. It enables all children and young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

For information on how RE contributes to these aims in secondary schools see [How can RE contribute to wider school aims?](#) [RE and the national curriculum aims](#)

What is the law on religious education?

The Education Act (1996) requires that:



- religious education in community and voluntary controlled schools must be provided for all registered pupils in accordance with the local agreed syllabus;
- every agreed syllabus shall reflect the fact that the religious traditions in Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Britain;
- no agreed syllabus shall provide for religious education to be given to pupils at a community school by the means of catechism or formulary distinctive of a particular religious denomination; but this is not to be taken as prohibiting the study of such catechisms or formularies; (this means that religious education must not be taught from the point of view of any one church or faith but that denominational creeds and statements can be studied)
- the local authority and the governing body shall exercise their functions with a view to securing, and the headteacher shall secure, that the religious education is given in accordance with the agreed syllabus;
- parents have the right to request the withdrawal of their child from part of or all religious education;
- teachers have the right of withdrawal from teaching the subject;
- religious education in special schools shall be taught, as far is practicable, in accordance with the agreed syllabus;
- academies must provide religious education for all registered pupils which is in line with the requirements for agreed syllabuses i.e. it shall reflect the fact that the religious traditions in Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Britain
- in a voluntary controlled school, if the parent requests it, arrangements must be made for religious education to be given to their child in accordance with any trust deed or the practice followed before the school became controlled;
- religious education in voluntary aided schools must be in accordance with the trust deed and is to be determined by the governors with the advice of the relevant diocese.

It is the headteacher's duty to ensure that:

- RE is provided in accordance with the agreed syllabus for all registered pupils at the school, including those with special educational needs;
- appropriate staffing and resources to meet the aims and objectives of RE are made available;
- parents receive an annual written report on their child(ren)'s progress in RE;
- requests from parents for the withdrawal of their child(ren) from RE are responded to and alternative arrangements made, so long as it does not incur any additional cost to the school or the local authority.

The governing body is responsible for ensuring that:

- RE is included in the basic curriculum;
- sufficient time and resources are devoted to RE to enable the school to meet its legal obligations and to deliver a religious education curriculum of quality.

Non-statutory guidance on religious education can be found at
<https://www.education.gov.uk/publications/eOrderingDownload/DCSF-00114-2010.pdf>



What time, staffing and resources are appropriate for effective RE?

Schools must allocate sufficient time and resources to ensure that the expectations of the agreed syllabus can be met and that children's experiences are coherent and meaningful. Consequently, St Helens SACRE recommends a minimum of 5% of curriculum time for this in each Key Stage. This is in addition to collective worship, the time for which does not count towards the length of the school day.

Schools must ensure that teachers of religious education have the knowledge, understanding and skills to teach the requirements of the agreed syllabus. This will have implications for their professional development.

Schools ought to consider carefully whether it is ever appropriate for a teaching assistant to teach religious education. The management and co-ordination of teaching and learning in religious education and the assessment of pupils' learning should be the responsibility of a qualified teacher.

Schools must allocate sufficient resources for pupils to be fully engaged in their learning and reach the highest possible standards in religious education.

Which religions and beliefs do we teach?

The Education Reform Act 1988 states that the agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.

The non-statutory framework for religious education, <http://www.mmiweb.org.uk/publications/re/NSNF.pdf> published in 2004, gave advice on the number of religions and beliefs to be studied at each Key Stage.



The St Helens Agreed Syllabus follows this advice by stipulating the following breadth of study:

EYFS	<p>Christianity and any other religion(s) relevant to children in the school.</p> <p>RE is statutory for pupils in Reception but does not have to be provided for children in nursery education. However, it is able to make valuable contributions to the early learning goals.</p>
KS 1	<p>Christianity and Islam or Judaism. Schools may also choose to include any religion(s) relevant to children in the school. This enables schools to provide a major course on either Islam or Judaism and a minor course on the second of these if they so wish.</p>
KS 2	<p>Christianity and Buddhism alongside Islam or Judaism with the emphasis on the religion which is not the major faith studied in Key Stage 1. This enables schools to provide courses on both Islam and Judaism but with the reverse emphasis to that in Key Stage 1.</p> <p>Schools may also choose to include any other religion(s) and / or belief(s) relevant to children in the school. These may include non-religious beliefs such as Humanism.</p> <p>A school may choose to study a religion or denomination with a significant local presence.</p> <p>A transition unit will provide continuity and progression between Year 6 and Year 7 of secondary school</p>
KS3 & 4	<p>By the end of Key Stage 4 pupils will have studied Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism and non-religious beliefs such as Humanism.</p> <p>A certificated course should be followed by all pupils at Key Stage 4.</p> <p>If pupils complete GCSE in Year 10 they must follow a course in religious education in Year 11.</p>
Post 16	<p>A broad study of religion, religions and beliefs.</p>

What is effective learning in religious education?

Effective learning in RE involves the development of pupils' skills, concepts and attitudes in relation to both their learning about religions and their learning from religion. Pupils need to experience a wide variety of learning methods and approaches, both inside and outside the classroom, which draw on the different styles of learning and a whole range of study skills so that RE is enjoyable, engaging and relevant to them. The syllabus encourages an approach to religious education in which pupils are active learners, able to work both independently and collaboratively.

In order to be successful in their learning pupils also need to know how well they are attaining and how to make further progress. Consequently, this section of the syllabus needs to be read in conjunction with that on ['How do I know how well pupils are doing?'](#) and with [pupil versions of the levels](#) in the Guidance section.

(i) Skills and enquiry-based learning

The syllabus encourages teachers to use the following generic model of enquiry-based learning, which enables pupils to develop a wide



range of skills in religious education. Pupils and teachers must not become slaves to the model; it needs to be applied creatively alongside other active learning approaches.

Enquiry-based learning requires that pupils:

- Identify questions and define enquiries, using a range of methods, media and sources;
- Carry out and develop enquiries by gathering, comparing, interpreting, analysing and synthesising a range of information, ideas and viewpoints;
- Present findings, suggest interpretations, express ideas and feelings and develop arguments;
- Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.

Whilst some of these skills are more difficult to acquire than others, this approach is possible for pupils of all ages. As they develop, pupils will pursue enquiries in greater depth, complexity and sophistication. Consequently, investigations need to be planned with the age, ability and maturity of the pupil or group of pupils in mind.

Guidance on [enquiry-based learning](#) and examples of enquiries can be found in the materials accompanying the syllabus.

(ii) Concepts and key features of religions and beliefs

Over a period of time pupils must study the following six features of Christianity, the other religions and beliefs in order to achieve breadth in their religious education. These aspects are sometimes referred to as 'key concepts' in secondary schools. The first three focus mainly but not exclusively on learning about religion and the final three on learning from religion. It is important to have activities developing both learning about religions and learning from religion within each lesson.

Beliefs, teachings and sources

- Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs
- Understanding and responding critically to beliefs and attitudes.

Practices and ways of life

- Exploring the impact of religions and beliefs on how people live their lives.
- Understanding that religious practices are diverse, change over time and are influenced by cultures.

Expressing meaning

- Appreciating that individuals and cultures express their beliefs and values through many different forms.

Identity, diversity and belonging

- Understanding how individuals develop a sense of identity and belonging through faith or belief.
- Exploring the variety, differences and relationships that exist within and between religions, values and beliefs.

Meaning, purpose and truth



- Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.

Values and commitments

- Understanding how moral values and a sense of obligation can come from beliefs and experience.
- Evaluating their own and others' values in order to make informed, rational and imaginative choices.

The non-statutory national framework for religious education (2004) provides guidance on the [breadth of study at each key stage](#).

Examples of how pupils can progress in their depth of understanding in relation to these features within each religion and belief can be found in the supplementary materials.

(iii) Attitudes

Religious education is not only aiming to produce successful learners but also confident individuals and responsible citizens. Consequently, pupils should be developing the following attitudes 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 others' 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.

From Religious education: the non-statutory national framework (2004)

<http://www.mmiweb.org.uk/publications/re/NSNF.pdf>;

How do I know how well pupils are doing?

It is important that each unit of work and each lesson make clear the RE learning objectives. These are developed from the attainment targets. The levels within the attainment targets guide teachers on the pitch of learning activities. Planning for and assessment of these are to be guided by the level expectations in the table below:

Range of levels within which the great majority of pupils are expected to work	Level	Expected attainment for the majority of pupils at the end of the key stage	Level
Key stage 1	1 – 3	At age 7	2
Key stage 2	2 – 5	At age 11	4
Key stage 3	3 – 7	At age 14	5/6
Key stage 4	4 +	At age 16	6
Post-16	5 +	At age 18	6/7

Religious education: non-statutory national guidance, 2004

The table is relevant to the majority of pupils but schools and teachers need to be mindful of the minority to whom it does not apply – pupils who are gifted and talented and those with special educational needs. More is said about this aspect after the table of level descriptors.

Attainment targets

Religious education has traditionally worked with two attainment targets, learning about religions and learning from religion. These are of equal importance. Whilst some learning activities may concentrate mainly or wholly on one or the other, pupils should encounter both attainment targets in each lesson.

Learning about religions enables pupils to develop their knowledge and understanding of their own and others' beliefs and how they relate to each other. It also includes the study of the nature and characteristics of religion. It involves enquiry into, and investigation of, beliefs, teachings and ways of life, sources, practices and forms of expression as well as the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary and identify and develop an understanding of ultimate questions and ethical issues.



Learning from religion is concerned with developing pupils' reflection on, and response to, their own and others' experiences in the light of their learning about religions. It develops their skills of application, interpretation and evaluation of what they learn about religions. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

Level descriptors

The following descriptors must inform teachers in their planning of lessons for the appropriate levels of challenge. A slightly amended version of the table with examples of pupil outcomes for each religion appears in the guidance section on resources for teachers.

Level	Learning about religions	Learning from religion
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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.	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.
2	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.	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.
3	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.	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.
4	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.	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.
5	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.	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.



6	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.	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.
7	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	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.
8	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.	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.



EP	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.	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.
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An example of the [level descriptors in language for use with pupils](#) can be found in the guidance section on resources for teachers.

You can see examples of pupils' work from reception to Year 6 at <http://curriculum.qcda.gov.uk/key-stages-1-and-2/assessment/nc-in-action/index.aspx>

and exemplifying levels 3 to 8 at

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/religious-education/assessing-re/exemplification/index.aspx>

Religious Education and pupils with special educational needs

Religious Education should be accessible to all pupils. Teachers will adapt learning activities to meet the individual needs of pupils. This will involve creating appropriate experiences and differentiating the learning tasks and materials so that all pupils have opportunities for learning.

Many pupils in mainstream schools, at some time in their school career, will have special educational needs. All pupils have a right to a broad and balanced education which includes Religious Education. Pupils with learning difficulties find it harder to learn than most pupils of the same age and are often able to learn most effectively when engaged in a variety of participative learning activities.

As well as organised group work, role plays and the use of the Internet, visits and visitors, teachers can support individual learners by giving adapted tasks, resources and additional support.

All schools should have regard to the Code of Practice in providing practical help to pupils with special educational needs. Teachers prepare work and targets for pupils within individual education plans. Such plans focus on providing appropriate learning activities to address pupils' individual needs.

The Agreed Syllabus is applicable in special schools so far as it is practicable. The School Standards and Framework Act (1998) repeated the requirement that: "so far as practicable, every pupil attending a special school will receive religious education". Teachers of pupils with severe learning difficulties might find it appropriate to spend less time on beliefs and practices and focus more on providing spiritually enriching experiences. Religious education offers particular opportunities to explore the spiritual dimension of life and teachers will use their professional judgement in making decisions about



appropriate activities and contents. Teachers of pupils with severe learning difficulties should work within the context of the level descriptions and P levels where appropriate and will select content from any key stage.

Teachers of children with moderate learning and emotional and behavioural difficulties will find that much of the content in the Agreed Syllabus is both appropriate and applicable.

The [P levels](#) may be helpful for teachers of pupils with special needs. These can be found in the guidance section on resources for teachers.

Progression

In line with expectations in English and mathematics, pupils should be expected to make two levels of progress between the ends of key stages 1 and 2 and three levels of progress between the start of key stage 3 and the end of key stage 4.

How can learning in religious education relate to learning in other subjects?

This section gives guidance on how the content or skills used in religious education can contribute to other aspects of the curriculum. It does not deal with the question of whether religious education should be taught as a discrete subject or as part of an integrated or cross-curricular study. Guidance on this will be found at [How can a school organise religious education?](#)

When religious education contributes to other curriculum areas, teachers must be clear about which learning objectives are being met and whether they belong to RE or to another subject.

Religious education and personal, social, health and economic (PSHE) education

Religious education plays a significant part in promoting personal, social, health and economic education through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on the use and misuse of drugs, food, drink, leisure, money, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views
- developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life, considering wealth, poverty and the use of money and meeting and encountering people whose beliefs, views and lifestyles are different from their own

adapted from Religious education: the non-statutory national framework (2004)
<http://www.mmiweb.org.uk/publications/re/NSNF.pdf>;

Religious education and social and emotional aspects of learning (SEAL)

<http://nationalstrategies.standards.dcsf.gov.uk/node/97662>

SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and



well-being of all who learn and work in schools. Religious education can support and contribute to successful SEAL programmes in school through deepening pupils' understanding of the values and attitudes with which SEAL engages. Learning objectives in SEAL are different from those in RE so one subject does not substitute for the other but they can engage in a creative partnership.

Religious education and citizenship

Religious education plays a significant part in promoting *citizenship* through:

- developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

From Religious education: the non-statutory national framework (2004)

<http://www.mmiweb.org.uk/publications/re/NSNF.pdf>;

Skills and enquiry-based learning

The emphasis on general study skills and an enquiry-based approach in the syllabus enables learning in religious education to be linked to all other areas of the curriculum. The following process can be applied to all subjects:

- Identify questions and define enquiries, using a range of methods, media and sources;
- Carry out and develop enquiries by gathering, comparing, interpreting, analysing and synthesising a range of information, ideas and viewpoints;
- Present findings, suggest interpretations, express ideas and feelings and develop arguments;
- Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.

Religious education and personal, learning and thinking skills

Religious education should provide a rich and exciting range of opportunities to develop PLTS as an integral part of subject teaching and learning. Explicit and implicit opportunities are present in the key concepts, key processes, range and content and curriculum opportunities.

The following website gives more detail of how RE can contribute to these cross-curricular skills:

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/index.aspx>

Independent enquirers

Learners can develop as independent enquirers when they are provided with opportunities in religious education to:

- structure their own investigations, researching answers to different types of questions, issues or problems that they have



identified for themselves, for example about the impact and the influence of religion and/or a belief

- explore issues from a personal perspective by gathering, analysing and evaluating evidence to reach their own, well-reasoned decisions and conclusions about beliefs and values
- investigate with increasing independence and apply what they have learned to develop their own answers to more complex questions.

Creative thinkers

Learners can develop as creative thinkers when they are provided with opportunities in religious education to:

- generate their own ideas and explore possibilities of how a belief or ideal could apply to their life and the lives of others
- connect with their experiences and those of others to inform answers to ultimate questions and ethical issues
- question their own and others' assumptions and use reasoned arguments to express insights and beliefs for themselves
- develop their confidence to challenge assumptions and construct imaginative solutions to issues or problems.

Team workers

Learners can develop as team workers when they are provided with opportunities in religious education to:

- discuss their own ideas and experiences, inviting everyone's views on an equal basis and using diplomacy to present opinions and responses
- recognise their own strengths and those of others to allocate roles and tasks, and take responsibility for their own contribution, for example to organise visits, plan investigations or prepare presentations
- extend their understanding of different beliefs, practices and ways of life of others, for example by using modern communications systems to work with different schools, people and countries
- provide and respond to constructive feedback to complete tasks, developing the confidence to resolve issues and achieve their identified goals.

Self-managers

Learners can develop as self-managers when they are provided with opportunities in religious education to:

- take personal responsibility for organising their time and resources, prioritising actions and managing risks to carry out and complete a task, for example an investigation of a religious community of local significance carried out over several weeks
- address challenging issues and tasks, for example those that may evoke strong emotional reactions in them or require a sensitive approach



- consider and recognise what is meant by 'appropriate behaviour' in different contexts, for example in workplaces, religious centres and meetings
- respond positively to new or changing priorities, for example actively embracing the challenges of investigating new ideas or issues.

Effective participators

Learners can develop as effective participators when they are provided with opportunities in religious education to:

- engage personally with questions of belief and issues of religion relevant to their own lives, for example issues such as suffering or discrimination
- encounter and question diverse communities and contribute their own views and experiences, for example in visiting places of religious significance or questioning invited speakers
- explore for themselves how religious and non-religious approaches can make a difference to issues, for example of conflict, environment and lifestyles
- consider alternatives and act as an advocate for views and beliefs, including those that may differ from their own.

Reflective learners

Learners can develop as reflective learners when they are provided with opportunities in religious education to:

- invite and reflect on feedback from others to monitor and improve on their performance
- reflect on and express their beliefs, attitudes, pre-suppositions and values in the light of their learning about religions and beliefs, including how their own beliefs or attitudes may have changed
- identify and plan for their own realistic goals, recognising how adapting and refining their ideas as work progresses can make for enhanced outcomes
- select and use a range of ways to communicate ideas and responses, for example in encountering people from different religious, cultural and philosophical groups or in visiting places of religious significance.

Religious education and functional skills

Religious education provides many opportunities for pupils to use and extend the skills they use in English, mathematics and information and communication technology (ICT). Further information about these can be found at <http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/functionalskills/index.aspx> and in the examples and guidance accompanying the Syllabus.

Religious education and the humanities

Many elements within religious education involve enquiry into human beliefs and practices. This ensures that the subject has strong links with other humanities subjects such as history, literature and geography. There are also connections through many shared skills such as the ability to interpret human actions, weighing evidence and detecting bias.



Religious education and the arts

Religious beliefs are frequently expressed through artistic media such as poetry, music, art, sculpture, architecture, drama or dance. It is therefore essential for pupils to enquire into the origins, meanings and significance of such spiritual expressions in their learning from religious education. As part of their learning from religion, pupils need to reflect on, develop and communicate their own religious and spiritual ideas, which may be expressed by artistic means.

Religious education and philosophy

The enquiry approach taken in this syllabus provides pupils with opportunities to be philosophical, which is now a key element of RE in many classrooms and a skill for life. Pupils need to develop their thinking and reflective skills in order to engage fully with learning about religion and learning from religion as they discuss and reflect on the content of their studies.

Philosophy in religious education can take various forms:

- Content: engaging with ultimate questions such as: the existence of God; why suffering exists; life after death; who am I? Pupils can explore different perspectives and identify good grounds for beliefs and their views. Controversial issues and religious and humanist perspectives are all aspects of the religious education curriculum.
- Skills: developing the skills of thinking, reasoning and enquiry in pupils of all ages;
- Methods: promoting an investigative classroom; initiating class and group discussions in which the teacher questions, listens and encourages pupils to give reasons for their views; enquiry-based curriculum such as philosophy for children.
- Examination courses: at GCSE and A level there are options to study philosophy of religion as well as philosophy as an independent subject

Religious education and education for sustainable development

Religious Education supports and encourages education for sustainable development. Sustainable development as a theme allows cross-curricular links between RE and citizenship, geography and science. It creates discussion of how human beings treat each other and their environment, and how they use the world's resources. It considers the importance of looking after the environment and studying the ways in which religious beliefs and teachings about origins and value of life have influenced attitudes to the environment and other species. The non-statutory national framework (page 9) states: 'Religious education is committed to exploring the significance of the environment, both locally and globally, and the role of human beings and other species within it.' In this respect, sustainable development also links to global learning and to increasing pupils' knowledge and understanding of the world. RE has a significant part to play in this learning.

Religious education and science

Religious education makes an effective contribution to scientific, medical and health issues through exploring philosophical and ethical questions of the origin, purpose and destiny of the cosmos and life within it. It explores the nature of humanity and human interaction with the world, explores developments in genetics and medicine and their application and use. It also explores concepts of health and wellbeing and their promotion.

Religious education in the early years foundation stage

Religious education is a statutory requirement for all pupils registered on the school roll. It therefore applies to children in reception classes but does not extend to nursery classes in maintained schools. It may,



however, form a valuable part of the educational experience of children throughout the key stage in helping them meet the Early Learning Goals.

The six areas of learning identified in these goals are:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

Religious education can make an active contribution to all these areas but has a particularly important contribution to make to:

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

During the foundation stage, children should begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They should be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Religious education at post-16

All schools with students aged 16-19 on roll are required to provide an RE entitlement for these students, irrespective of which examination courses they may choose. This core entitlement for all students is seen in this agreed syllabus as an enrichment of curriculum studies.

At this stage, learning opportunities should be focused upon a range of religions and views of life appropriate to the students and the selected curriculum content, having regard to prior learning and the value of both depth and breadth in studying religions.

Students not taking examination courses in Religious Studies in post-16 must follow a course developed to complement and support the student's examination work in other subjects whilst ensuring progression from earlier learning in RE.

How can RE contribute to wider school aims?

RE and the national curriculum aims

Successful learners

RE helps to develop successful learners by asking life's largest questions and presenting interesting, important conceptual challenges to pupils. Learning about religion and learning from religion has the capacity to motivate and empower pupils, enabling them to enjoy and value learning.



By investigating beliefs and teachings, explaining practices, reflecting on questions of truth, analysing ideas and evaluating answers, pupils can enhance their skills and confidence as learners. Pupils are able to engage with spiritual and moral concepts, some of which may be new to them, by reflecting on, analysing, interpreting and evaluating sources, questions, practices or ideas. Understanding the complexity of questions about truth, meaning, purpose, identity, values or commitments, and analysing possible answers, can contribute to successful learning individually and collaboratively.

As pupils interpret sources and texts with increasing skill, they begin to ask questions about truth and meaning, and to understand the importance of communicating ideas accurately and respectfully. Applying vocabulary, explaining commitments, and evaluating beliefs enhance pupils' skills and confidence as group learners as they work with others to give expression to their understanding and response.

Confident individuals

RE helps to create confident individuals by promoting self-awareness and self-esteem as pupils articulate questions and explore responsibility. RE provides a forum for young people to voice their questions about identity and meaning, contributing to their personal development. It can inspire pupils to search for and deepen their sense of personal meaning in their lives. As young people reflect on ultimate questions and on the ideas and practices of belief systems, they are helped to understand more about themselves and others, and how to communicate. They are encouraged to develop their ideas and express them appropriately. They can use beliefs, practices and values to deal confidently with challenges and setbacks. Evaluating practices, ways of life and values empowers pupils to make informed choices. They learn to take increasing responsibility for their attitudes and actions.

These processes also strengthen pupils' realistic confidence in themselves and each other, and help them to make decisions with increasing autonomy and discernment. This enables them to deal with the demands of adult life sensitively and competently.

Responsible citizens

RE helps prepare pupils to become responsible citizens by raising issues of local, national and global concern and placing them in spiritual and moral contexts. By understanding the beliefs and practices of religions and world views, pupils can make connections between belief and action. Through considering the beliefs behind environmental action, the needs of refugees or the work of aid agencies, pupils can become aware of the connections between beliefs, lifestyles and ultimate questions. Understanding the right to hold different beliefs enables pupils to see diverse religions and beliefs as a significant part of the local, national and global community, and of human experience. They can develop as reflective and responsible citizens in a plural society and global community, with a strong awareness of religious and ethical diversity.

By evaluating ethical issues, and expressing views using reasoned arguments, pupils can enhance their capacity and desire to make a positive contribution to debates and decisions in society.

Values

Religious education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others as individuals capable of spiritual, moral, social, intellectual and physical growth and development



- the quality of relationships and the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- sustainable development of the earth and the environment, as the basis of life and a source of wonder and inspiration that needs to be protected.

Religious education also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in the local, national and global community.

(Adapted from Religious education: the non-statutory national framework (2004) and the Key Stage 3 curriculum)

<http://www.mmiweb.org.uk/publications/re/NSNF.pdf>;

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/aims-values-and-purposes/values/index.aspx>

Religious education and spiritual, moral, social and cultural development

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship at key stages 1 and 2. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/learning-across-the-curriculum/spiritual-moral-social-and-cultural-development/index.aspx>

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Children who are developing spiritually are likely to be

Successful learners, who:

- are creative, resourceful and able to identify and solve problems
- discuss and reflect on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
- learn about and reflect on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- consider how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- consider how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God

Confident individuals, who:

- have a sense of self-worth and personal identity
- relate well to others and form good relationships



- are self-aware and deal well with their emotions
- develop their own views and ideas on religious and spiritual issues
- are open to the excitement and inspiration offered by the natural world and human achievements.

Responsible citizens, who:

- value relationships and develop a sense of belonging

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Children who are developing morally are likely to be:

Successful learners, who:

- have enquiring minds and think for themselves to process information, reason, question and evaluate;
- study a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- enhance the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- explore the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- understand how they learn, and learn from their mistakes
- are able to learn independently and with others
- consider what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice

Confident individuals, who:

- relate well to others and form good relationships;
- have secure values and beliefs, and have principles to distinguish right from wrong;
- take managed risks and stay safe.

Responsible citizens, who:

- are well prepared for life and work
- are able to work co-operatively with others
- respect others and act with integrity
- understand their own and others' cultures and traditions
- consider the importance of rights and responsibilities and develop a sense of conscience
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peaceably with others
- sustain and improve the environment, locally and globally



- take account of the needs of present and future generations in the choices they make
- can change things for the better.

Pupils' **social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Children who are developing socially are likely to be:

Successful learners, who:

- investigate social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- consider how religious and other beliefs lead to particular actions and concerns
- understand how religious communities and institutions contribute to society

Confident individuals, who:

- articulate their own and others' ideas on a range of contemporary social issues
- work successfully as a member of a group or team

Responsible citizens, who:

- exercise responsibility in working towards a cohesive society
- show respect for people, living things, property and the environment
- challenge, when necessary and in appropriate ways, the values of a group or wider community
- resolve conflicts and counter forces which militate against inclusion and unity

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Children who are developing culturally are likely to be:

Successful learners, who:

- consider the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- understand religious and cultural symbols and their meanings, for example in worship, ceremonies, scripture, literature, music and art
- understand the dynamic, evolutionary nature of religions, beliefs and cultures

Confident individuals, who:

- recognise and understand their own cultural assumptions and values, are open to new ideas and willing to modify their cultural values in the light of experience



- value the encounter with people, literature, the creative and expressive arts and resources from differing cultures
- appreciate of the diversity and interdependence of cultures

Responsible citizens, who:

- promote racial and interfaith harmony and respect for all, appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, combat prejudice and discrimination, contribute positively to community cohesion and promote awareness of how interfaith cooperation can support the pursuit of the common good

Religious education, personal development and Every Child Matters

Personal development is a vital part of the curriculum and RE has a distinctive contribution to make in this area, whether pupils have a faith or not. The agreed syllabus provides opportunities to plan sequences of work, learning outcomes and teaching approaches that support personal development through the five [Every Child Matters outcomes](#).

Enjoy and achieve

Pupils can be enthused and inspired by RE. They enjoy exploring beliefs and practices and gain satisfaction from engaging with issues of meaning and value. Investigating the place and impact of religion in the modern world develops pupils' curiosity and imagination. Encountering and making sense of ideas for the first time allows pupils to enjoy their own search for meaning.

Pupils can respond positively to vigorous debates, to the respectful sharing of beliefs and feelings, and to the discovery of places of worship. They enjoy meeting people of different cultures and beliefs. They can rise to the challenge of understanding texts, expressing ideas and dealing with ultimate questions, celebrating their insights and achievements.

Be healthy

Health can be understood on physical, intellectual, emotional, ethical and spiritual levels. When pupils explore the impact of practices and ways of life on how people live their lives, they are helped to make informed choices about ideas and lifestyles. Religions and beliefs can be either life-affirming or damaging in their teaching about the human condition. Evaluating both kinds of beliefs can lead pupils to positive and healthy attitudes.

When pupils confront ethical issues such as relationships, drugs, advertising, genetic research or violence, they learn how to make wise decisions, to help or advise others and to understand moral or emotional pressures. By gaining an understanding of ideas such as temptation, desire and emptiness, pupils strengthen their understanding of spiritual and moral perspectives on health and wellbeing.

Stay safe

Young people often wrestle with questions such as 'What can I believe in?' 'Who is a trustworthy friend?' 'Where are the exciting ideas and activities to be found?' 'How do I weigh up the integrity of a person or a group?' RE offers pupils lively opportunities for evaluating the safety of ideas, relationships and practices. By learning about religious and ethical rules governing care of children, respect for friends and neighbours and responsibility for crime, pupils widen their understanding of safe and unsafe situations. By learning from themes such as authority, ethics, relationships, and rights and responsibilities, pupils can deepen their understanding of, and commitment to, safe lifestyle choices.

Make a positive contribution



RE invites pupils to voice their questions and hopes, to engage with major issues affecting their futures and to consider the contributions made by religions and beliefs. RE offers a structured forum for sharing insights and developing an appreciation of different points of view. It encourages pupils to investigate, discuss and build reasoned arguments, giving them experience of dealing with difference respectfully.

By engaging with themes such as justice, authority, interfaith dialogue and the environment through local community involvement, pupils learn they can make a difference. Using ICT to discuss these themes with other schools, in the UK or overseas, helps pupils understand that their generation can contribute to, and shape, the future.

Achieve economic wellbeing

RE offers young people the skills for living prosperously and ethically in an increasingly complex economic world. Pupils can use their understanding of beliefs and teachings to perceive how economic activity can help or harm humanity, other species and the planet as a whole. Pupils can develop their knowledge and understanding of themes such as equality and justice, prejudice and discrimination, human rights, fair trade, the environment and climate change, and religious rules on financial matters. By considering and responding to these issues, pupils develop their awareness of how economic wellbeing connects to beliefs, attitudes and lifestyle choices.

Preparation for the world of work includes understanding the differing needs of others in relation to understanding the nature of a contract and the characteristics of trustworthiness, imagination or empathy. RE can develop pupils' awareness of the personal attributes that many employers look for. The workplace can also present pupils with specific religious issues such as diet, clothing, use of money, use of time for prayer, or values and attitudes. RE can provide future employees and employers with crucial information on working with a diverse workforce and public and enrich their understanding of economic and social systems.

Religious education, community cohesion and personal wellbeing

'Every school - whatever its intake and wherever it is located - is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social background. By community cohesion we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.'

(DCSF Guidance on the duty to promote community cohesion July 2007 DCSF-00598-2007)

The requirement on schools to promote community cohesion makes this aspiration particularly significant.

RE provides a key context for children and young people to develop their understanding and appreciation of diversity through the study of religious and non-religious beliefs. It helps to promote shared values, respect for all, and to challenge racism and discrimination. In many schools this is achieved by providing a high quality classroom experience of RE enriched by opportunities to visit and meet with representatives from communities of religions and non-religious beliefs in the local area.

Good RE will promote community cohesion at each of the four levels outlined in DCSF guidance:



- **the school community** - RE provides a positive context within which the diversity of cultures, beliefs and values within the school community can be celebrated and explored;
- **the community within which the school is located** - RE provides opportunities to investigate the patterns of diversity of religions and non-religious beliefs within the local area. It is an important context within which links can be forged with different religious and non-religious communities in the local community;
- **the UK community** - a major focus of RE is the study of the diversity of religions and non-religious beliefs which exists within the UK and how this diversity influences national life;
- **the global community** - RE involves the study of matters of global significance recognising the diversity of religions and non-religious beliefs and its impact on world issues.

Where RE provides an effective context to promote community cohesion it has a focus on 'securing high standards of attainment for all pupils from all ethnic backgrounds, and of different socio-economic statuses, abilities and interests, ensuring that pupils are treated with respect and supported to achieve their full potential'. (DCFS *Guidance on the duty to promote community cohesion July 2007 DCSF-00598-2007*). In order to achieve high standards, pupils' progress in the subject should be monitored carefully and any under-achievement by particular groups tackled.

(Adapted from an article by Alan Brine HMI, Autumn 2008. The full article can be viewed at <http://news.reonline.org.uk/article.php?28>)

How can a school organise religious education?

Should RE be taught as a single subject or as part of an integrated approach?

The skills based approach adopted by the Syllabus enables schools to decide whether to provide religious education as a separate subject or whether it should be learnt in combination with other subjects in a variety of curriculum arrangements. There could also be a combination of these two organising principles. When RE is provided in combination with other subjects it must, on some occasions, be the lead subject. At other times it will make a major or minor contribution.

Cross-curricular learning is more successful when it is based on a concept. This allows a range of subjects to contribute whereas topics generally favour one or two subjects at a time.

It is important that specific religious education learning objectives are used as the basis of planning, learning activities and any subsequent assessment. These may be supplemented by learning objectives from other subjects.

It is essential that schools can demonstrate that pupils are making progress in religious education in line with the expectations set out in the level descriptors.



Further guidance for teachers

Breadth of study at each key stage

The following lists are designed to ensure that children receive a broad and balanced curriculum in RE. There is no implication that any item is to be regarded as a topic, theme or study unit.

Key Stage 1

- believing: what people believe about God, humanity and the natural world
- story: how and why some stories are sacred and important in religion
- celebrations: how and why celebrations are important in religion
- symbols: how and why symbols express religious meaning
- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- belonging: where and how people belong and why belonging is important
- myself: who I am and my uniqueness as a person in a family and community

Key Stage 2

- beliefs and questions: how people's beliefs about God, the world and others impact on their lives
- teachings and authority: what sacred texts and other sources say about God, the world and human life
- worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites
- the journey of life and death: why some occasions are sacred to believers, and what people think about life after death
- symbols and religious expression: how religious and spiritual ideas are expressed
- inspirational people: figures from whom believers find inspiration
- religion and the individual: what is expected of a person in following a religion or belief
- religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life
- beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Key Stages 3 and 4

- beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death
- authority: different sources of authority and how they inform believers' lives
- religion and science: issues of truth, explanation, meaning and purpose
- expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms



- ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil
- rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship
- global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment
- interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs

Examples of pupil outcomes for each religion and level descriptor

Attainment Target 1: Learning about religions – within a historical and contemporary setting having knowledge and understanding of:			
	Beliefs and teachings – what people believe: <ul style="list-style-type: none"> ▪ significant events and people ▪ past and present ▪ sources of religious authority 	Practices and lifestyles – what people do: <ul style="list-style-type: none"> ▪ as a community and individually ▪ celebrating, fasting or worshipping ▪ applying their beliefs to the way they live 	Expression and language – how people express themselves: <ul style="list-style-type: none"> ▪ about beliefs and religious teaching ▪ through words, writings and actions ▪ in appearance, the arts and buildings
	Pupils can	Pupils can	Pupils can
Level 1	recognise and recount episodes from some religious stories	recognise some features of religious life and practice	recognise some religious symbols and words
	talk about the people who visited Jesus when he was born	recognise that cards are sent to celebrate religious festivals	recognise the cross as the special symbol for Christianity
	talk about some characters and events in Jewish scriptures e.g. Moses, David	recognise some of what happens on Shabbat	recognise words for some Jewish artefacts or symbols
	talk about some events from the life of Muhammad (pbuh)	recognise some of the things which happen at Eid	recognise words for some Muslim artefacts or symbols
	talk about some events from the story of Rama and Sita	recognise some of the things which happen at Divali	recognise words for some Hindu artefacts or symbols
	talk about some events from the life of Guru Nanak	recognise some features of a gurdwara	recognise words for some Sikh artefacts or symbols
	talk about some events from the life of Buddha	recognise some features of a Buddhist worship centre	recognise the wheel and lotus flower as symbols for Buddhism



Level 2	begin to retell simple religious stories in the right sequence	begin to identify some key religious practices of the religions studied; begin to recognise that some practices are characteristic of more than one religion	begin to identify meaning in key religious words, symbols and stories
	recount the Easter story and know that Jesus died on a cross	understand that Holy Communion is celebrated in memory of Jesus	say why Christians often think of God as 'Father'
	know that David trusted G-d when he met Goliath	understand that Jews and Christians have special days of the week	say why Jews use candles to symbolise events
	recount outlines of stories of Muhammad (pbuh)	write down and / or draw how Muslims pray	say why Muslims use a prayer mat
	recount outlines of stories of Krishna	set out a Hindu shrine	talk about why Hindus use lights at Divali
	recount outlines of stories of Guru Nanak	draw and label a picture of a gurdwara	talk about why the Sikh flag has particular symbols on it
	recount outlines of the story of the Buddha	describe some of the things Buddhists do at Wesak	say why the lotus flower is often seen in Buddhism
Level 3	describe some important religious beliefs and teachings of the religions being studied; begin to show an understanding of the importance of these teachings	link some beliefs and teachings with festivals and other religious practices	make links between key religious words, symbols and stories and the beliefs or ideas behind them
	understand how the Last Supper is remembered by Christians in the Eucharist	understand how teaching on 'one body' leads Christians to help others	explain why fire and wind symbolise the Holy Spirit
	describe how Jews celebrate G-d's creation in Shabbat	know why kosher foods are a way of keeping G-d's commands	explain the significance of actions and artefacts used in a Jewish wedding
	understand how important the Shahadah is for Muslims	know why halal food is a way of keeping Allah's commands	know why Muslims design patterns instead of pictures of people and animals
	describe some Hindu beliefs about God	know why Hindus make pilgrimages to the River Ganges	describe what Ganesha symbolises
	understand the significance of Sikh names	know why the amrit ceremony is important	understand the symbolism of the 5 Ks
	describe the meaning of enlightenment and how this is an aim for Buddhists	know why Buddhists celebrate the festival of Wesak	explain why the wheel is a symbol for Buddhism



Level 4	show knowledge and understanding of the key beliefs and teachings of the religions studied; identify some similarities and differences between the religions studied	identify what some people may do in their daily life to show they belong to a particular religious community; describe how some beliefs and teachings are expressed in festivals and other religious practices	use key words to show how religious beliefs, ideas and feelings are expressed in a variety of ways
	describe covenants made between God and people in the Bible and compare these to God in other religions	describe why Christians show concern for the poor and how this is reflected in giving to charity	explain how Christians understand Jesus by explaining the meanings of some of his titles
	understand that Jews regard the Torah as the word of G-d and compare this with how other religions understand their holy book	explain why Jews keep the Passover	explain the meanings of the Passover foods and link these symbols to G-d's promise to save the Jews
	know what Muslims teach about the birth and death of Isa (pbuh) and compare this to Christian teaching	explain Islam's teaching on care of the world linking this to belief in Allah's creation	explain how some of the 99 names of Allah express Muslim beliefs
	describe Hindu belief about God and point out a similarity and a difference with another religion	show understanding of why most Hindus are vegetarian	explain how Hindu views about the atman affect their attitudes towards animals and death
	describe the importance of Gurus in Sikhism and point out a similarity and a difference with teachers, leaders or prophets of another religion	describe how Sikh beliefs in sharing and equality are expressed in the langar	show understanding of how equality is expressed in Sikh worship, naming and treatment of others
	understand the Four Noble Truths and compare the teaching on selfishness and greed with that of another religion	describe how and why life as a Buddhist monk or nun differs from that of a family	explain what Buddhists mean by enlightenment by referring to the Buddha and meditation
Level 5	explain why beliefs and teachings are shared by different religions	explain how following a religious life and its practices makes a difference to the lives of individuals and their communities	explain how some forms of religious expression are used differently by individuals and communities
	give reasons to explain why Christians and Jews believe in a Messiah and how these beliefs differ	give examples of how Christian teaching leads some people to support a charity or other cause	compare and contrast with reasons the way different Christians practice baptism or celebrate Holy Communion



	give reasons to explain why Jews and Christians respect their scriptures and how the demonstration of that respect varies	give examples of how celebrating Pesach links to the belief that G-d will save the Jewish nation	give examples to explain the different ways in which Jews use the Torah
	give reasons to explain why Muslims share many of their prophets with Christians and Jews	give examples of how Muslim belief leads to practices such as zakat and care for the earth	give examples to explain the different ways in which Muslims practice modesty
	compare and contrast with reasons Hindu and another religion's belief about God	give examples of how Hindu belief leads to respect for living creatures	compare and contrast with reasons Hindu and other religious funeral rites
	compare and contrast with reasons Sikh beliefs about the Guru Granth Sahib with another religion's beliefs about their holy book	give examples of how vand chakna makes a difference to Sikh individuals and communities	compare and contrast with reasons Sikh and other religions' use of meditation
	give reasons to explain why Buddhists share with Hindus a belief in rebirth	give examples of how following the Five Moral Precepts makes Buddhists different from many other people	compare and explain several different images of the Buddha
Level 6	use knowledge and understanding to explain the reasons for different sects, denominations and traditions within the religions studied	use knowledge and understanding to explain what it means to belong to a faith community in the context of different groups, denominations and traditions	use knowledge and understanding to explain how religious beliefs and ideas can be expressed in a variety of forms, using key words and concepts correctly
	explain why Catholic and Protestant churches differ in their beliefs about Mass / Communion	explain how Quaker and Roman Catholic worship reflects their beliefs and lifestyles	explain how Christian belief in inspiration can be expressed in art, music, poetry and worship
	explain why Judaism includes both secular and Hassidic traditions	explain why Orthodox and Progressive Jews differ in their practice of the faith	explain how the covenant between G-d and the Jews is reflected in fasting and festivity
	explain the main features of Sunni and Shi'ite teaching in Islam	explain why aspects of Sufi worship is distinctive	explain how tawhid influences Islamic art
	explain why Hinduism is very diverse	explain how and why Vaishnavas differ from Shaivites in their places of pilgrimage	explain how and why Hindus express their belief in one God through a variety of images



	compare and contrast the traditions within Sikhism which are associated with Guru Nanak and Guru Gobindh Singh	explain how different political groupings are evident within Sikhism	explain how the concept of the saint-soldier is evident in Sikhism
	explain the key different beliefs of Theravada and Mahayana Buddhism	explain how the emphasis on meditation and shrine worship varies in different Buddhist traditions	discuss how the Buddha is depicted in different Buddhist traditions
	analyse religious beliefs and teachings and relate them to a historical and cultural context	interpret and evaluate religious practices and lifestyles and relate them to a variety of contemporary settings	interpret and evaluate different forms of religious expression relating them to a historical and cultural context
	investigate conservative and liberal perspectives on Biblical interpretation and account for their origins	research Christian worship in Africa or Asia and show how it relates to local culture	draw out the understanding of Mary in literature or art, showing how this reflects issues of their time and place
	identify Martin Buber's understanding of G-d and how this relates to other philosophies of his time	explore the range of Shabbat practice and how this varies within and between Jewish communities	investigate the mystical tradition in Judaism, paying particular attention to the Hassidic movement
	investigate how Shariah law has been applied in a variety of societies	research and account for some contrasting Muslim lifestyles in Britain	explain the Muslim teaching on artistic representation and evaluate Persian Mughal art in this context
	explain the main beliefs of the Vedas and relate them to the period of Aryan civilisation	relate the teachings about the four varnas to the context of Hindu belief and investigate how these distinctions vary in different societies	research a variety of forms of Hindu architectural decoration, relating them to beliefs and practices of their time and place
	examine the development of Guruship from Guru Nanak to Guru Gobindh Singh	research how caste is viewed by Sikhs in Britain and the extent to which it affects religious practice	investigate how the wearing or non-wearing of the five Ks is viewed by Sikhs in Britain
	compare the beliefs of Tibetan and Zen Buddhists and relate these to their historical and cultural context	research how the Friends of the Western Buddhist Order have responded to specific cultural contexts	interpret different Buddha images and evaluate them in relation to historical or cultural contexts

Level 7



Level 8	use knowledge and understanding to analyse the influence of religious beliefs and teaching on individuals, communities and society in the wider world; identify and account for differences of interpretation within a religion on a range of contemporary issues	analyse and account for different views of religious practices and lifestyles in the religions studied; support ideas with appropriate evidence and examples	analyse and evaluate different interpretations of religious expression; recognise the complexity of issues, weighing up opinions and making judgements
	analyse the reasons for the growth of and Christian opposition to liberation theology in various parts of the world	analyse and account for the popularity of Taize worship amongst certain groups in contrast to others	analyse and compare Celtic with Ignatian forms of spirituality
	analyse the influence of the Kabbalah on Judaism	analyse and account for how orthodox and liberal Jews view ritual purity	analyse and compare the differing attitudes towards religious art within Judaism
	analyse the influence of the Sufi tradition on world-wide Islam	analyse and account for different Muslim attitudes to national and community leadership	analyse and compare Sunni and Shi'ite celebration of the Eids
	analyse the influence of Ramakrishna on contemporary Hinduism	analyse and account for different views of the varnas in Hinduism	analyse and compare different Hindu views on worship of the murti
	analyse the influence of Guru Gobindh Singh on contemporary Sikhism in Britain	analyse and account for differing Sikh views on caste	analyse and compare different Sikh views on the prominence of the five Ks
	analyse the influence of the Dalai Lama on Buddhist communities in Britain	analyse and account for differing Buddhist practices of monasticism	analyse and compare Tibetan and Zen use of sound in worship
Level EP	distinguish between and investigate the different interpretations of the nature of religious belief and teachings; give a balanced analysis of the sources, validity and significance of the differences	distinguish between and investigate the different interpretations of the importance for believers of religious practices and lifestyles; consider the issues raised by this diversity within a plural society	distinguish between and investigate the different interpretations of the meaning of language in religion in the light of philosophical questions about its status and function
	discuss the relative importance of reason, revelation and tradition in Catholicism and Quakerism	investigate and discuss theological, psychological and sociological interpretations of fasting in religion	discuss the relative importance of positivist and existential views of language in interpreting religious texts



discuss the relative importance of reason, revelation and tradition in liberal and orthodox Judaism		
discuss the relative importance of reason, revelation and tradition in Sufism and non-Sufi Islam		
discuss the relative importance of reason, revelation and tradition in the vedas and the puranas		
discuss the relative importance of reason, revelation and tradition in Sikhism		
discuss the relative importance of reason, revelation and tradition in Tibetan and Pure Land Buddhism		

Attainment Target 2: Learning from religion ~ being able to respond, evaluate and develop the skills to apply questions raised universally about what it is to be a human being:			
Identity and experience – making sense of who we are through:		Meaning and purpose – making sense of life through:	Values and commitments – making sense of right and wrong through:
<ul style="list-style-type: none"> own experiences the experiences of others learning from and responding to various influences 		<ul style="list-style-type: none"> own experiences the experiences of others learning from and responding to various influences 	<ul style="list-style-type: none"> own experiences the experiences of others learning from and responding to various influences
Pupils can		Pupils can	Pupils can
Level 2	recognise and begin to ask questions about personal experience and feelings	recognise things that are interesting or puzzling in life and begin to ask questions about them	recognise the difference between right and wrong; begin to recognise what is of value and concern on a personal level
	be able to talk about a personal response to Christmas	ask why Christians go to church	recognise the good action of the shepherd in the story of the lost sheep
	be able to talk about a personal response to Shabbat	ask why Jewish men often wear a hat	recognise that Jews have rules about what is good and bad
	be able to talk about a personal response to Eid	ask why Muslims go to Makkah	recognise how working together helped in building the Ka'bah
	be able to talk about a personal response to Divali	ask why Hindus decorate their shrines	recognise good and bad characters in the story of Rama and Sita



	be able to talk about a personal response to the langar	ask why Sikhs and visitors cover their heads in a gurdwara	recognise why it is good to treat everyone equally
	be able to talk about a personal response to Wesak	ask why Buddhists sit quietly in front of Buddha statues	recognise why we should not tell lies
Level 2	begin to recognise the different experiences, questions and feelings of others and respond to them sensitively	begin to recognise that some questions are difficult to answer	begin to ask questions about right and wrong; begin to recognise the values and concerns of others
	enjoy the joy of celebrating Mothering Sunday	explore the feelings of Jesus' friends on Easter Day	talk about issues of fairness and rules e.g. Love God and your neighbour as yourself
	enjoy the excitement of a Jewish child celebrating Shabbat	talk about the feelings of the two mothers in the story of Solomon and the baby	talk about issues of fairness and rules e.g. the Ten Commandments
	recognise the feelings of a Muslim child succeeding in fasting	talk about how Muhammad (pbuh) would feel as an orphan	talk about the duty of zakat
	enjoy the excitement of a Hindu child talking about joining in Holi celebrations	talk about the feelings of being separated like Rama and Sita	talk about the good and bad characters and events in the story of Rama and Sita
	talk about how children feel when they do seva or vand chakna	identify a way in which Guru Nanak was special	talk about rules laid down in school and at home
	enjoy a stilling exercise	talk about why Siddhartha Gautama left both the palace and the forest	talk about why we should not take things which are not ours
Level 3	compare aspects of some personal experiences and similar experiences of others; begin to identify what influences them personally	compare some personal ideas with those of others on questions that are difficult to answer	make links between values and commitments, including religious ones, and their own attitudes and behaviour
	compare their own ideas of a leader with Jesus' qualities	compare their own feelings about Jesus' death and resurrection with those of the disciples	discuss why people commit to joining church-based groups and compare this with their own commitment
	compare aspects of their experience of special times to Shabbat	compare their ideas with those of a Jew on life after death	compare a bar mitzvah boy's commitment with that of their own
	compare their experience of giving to charity with zakat	compare their personal idea of God with some of Allah's 99 names	compare what a Muslim child does after school to their own activities
	compare where a Hindu child prays at home to special places for others	compare Hindu beliefs about God with their own ideas	compare Hindu commitment to visiting holy places with their own experience



	compare the distinctive wear of a Sikh with school uniform	compare their ideas with those of Sikhs on when it is right to become committed	compare their commitment with the trust and faith of the first Khalsa Sikhs
	compare their own experience of stillness and reflection to Buddhist meditation	compare their personal idea of suffering with that of Buddhists	compare some of the Five Moral Precepts with their own attitudes and behaviour
Level 4	ask questions about the important experiences of people who follow the religions studied; suggest answers based on personal experience and the experience of others	begin to explore answers to puzzling questions using the teachings and beliefs of the religions being studied	ask questions about matters of right and wrong and suggest answers that show basic understanding of some moral and religious issues
	discuss why Corrie ten Boom risked her life to help save Jews	suggest reasons for the different reactions of the disciples following the resurrection of Jesus	present their views on how people should react to an issue such as animal testing, famine or pollution
	suggest why bar / bat mitzvah is important in signifying adulthood in Judaism and what it means to be an adult in other contexts	talk about why G-d's angel killed the firstborn in each Egyptian family	make personal responses to the commandment that stealing is always wrong
	talk about how Muslims and others understand modesty	discuss whether Muslims worship the same God as Christians and others	make a personal response to the Muslim teaching that dishonesty is always wrong
	suggest reasons why Gandhi believed in non-violence	ask questions about what happens to the soul after death	make a personal response to the ten Hindu qualities for good behaviour
	suggest answers as to why the first panj pyares were willing to give their lives for Sikhism	suggest reasons why Sikhs like Bhai Khanaya believe in service to others	ask questions and suggest answers to what are honest ways of earning a living
	discuss why Buddhist life could lead to enlightenment	discuss whether they existed before they were born	make a personal response to the teaching that drugs may harm the mind
Level 5	be confident in offering personal responses to a range of issues; give some reasons to justify the opinions held	begin to make informed responses to questions of meaning and purpose	in the light of previous learning make informed responses to the values and commitments of other people
	give reasons to support a personal view on whether Jesus was the Messiah	give reasons to support personal beliefs about God's part in the act of creation	give examples from own experience as to whether it is wise to stand up for what you believe
	give reasons to support a personal view on when a person becomes an adult	give reasons to support personal beliefs on whether G-d saves people today	give examples from own experience as to whether the Ten Commandments are a basis for life today



	give reasons to support a personal view on why people should be honest	give reasons to support personal beliefs on how Allah uses prophets	give examples from own experience as to what people may learn from Muslim values
	give reasons to support a personal view on whether Gandhi was a 'great soul'	give reasons to support personal beliefs on whether souls are reincarnated	give examples from own knowledge as to why Hindus are concerned about karma
	give reasons to support a personal view on what the Gurus had in common	give reasons to support personal beliefs on whether there is only one God	give examples from own knowledge as to whether sharing causes more problems than it solves
	give reasons to support a personal view on whether it is wise to follow a middle way between renunciation and pleasure-seeking	give reasons to support personal beliefs on whether a religion needs God	give examples from own knowledge as to whether the Five Moral Precepts are good teachings for today
Level 6	use personal experience to reflect on the life and teachings of influential people; present a range of relevant evidence to support any judgements made	use personal experience to reflect on questions of meaning and purpose; evaluate these presenting a range of relevant evidence to support any judgements made	use personal experience to reflect on a range of contemporary moral issues; evaluate them presenting a range of relevant evidence to support any judgements made
	explain how and why an individual's life could be influenced by the example of Nelson Mandela	discuss why a good and all-powerful God allows people to suffer	discuss whether a vicar should always maintain confidentiality
	discuss the views of the Chief Rabbi of Great Britain on relationships with other faiths	discuss where was G-d during the Holocaust	evaluate the proposition that Jews should not retaliate against suicide bombers
	discuss the importance of Prophet Ibrahim as one who submitted to Allah	discuss the Muslim view that this world is a trial and preparation for the hereafter	argue a case for or against the Muslim view that humans should care for the world as khalifas
	explain how and why an individual's life could be changed by the example of Gandhi	discuss whether the classroom is real	discuss the grounds on which what is right for one individual is not necessarily so for another
	discuss the effect that Guru Nanak had on many people around him	discuss the belief that God creates but is uncreated	explain why the langar is central to Sikh practice
	discuss the effect that the Buddha has on people today	present a personal view as to whether life is characterised by suffering	explain the importance of right mindfulness to living a moral life



Level 7	evaluate religious and non-religious views on human identity and experience; recognise the diversity of opinion and give appropriate evidence and examples for this	evaluate religious and non-religious views on questions of meaning and purpose; recognise the diversity of opinion and give appropriate evidence and examples for this	evaluate religious and non-religious views on values and commitments; recognise the diversity of opinion and give appropriate evidence and examples for this
	debate Christian and secular views on homosexuality, supporting clearly their own opinion	argue their case on whether Christians are justified in the belief that death is not the end	use evidence and examples to evaluate personal, Christian and non-religious views on 'designer babies'
	use evidence and examples to evaluate Jewish, non-Jewish and personal views on out-marriage	debate religious and secular views on the notion of G-d's chosen people and how this has been understood by Jews	discuss Jewish and other views on in vitro fertilisation, supporting clearly their own opinion
	discuss the Muslim view of the nature of human beings in relation to Allah and how this might be viewed by others from religious and non-religious positions	analyse the Muslim view of life after death and compare this to other religious and non-religious views	use evidence and examples to evaluate the Muslim, secular and their own view on caring for the environment
	discuss the human and divine nature of Krishna in the light of Hindu teaching, a secular philosophy and their own views	debate the Hindu understanding of time in the context of Hindu belief and a secular view	examine the view that moral decisions are determined by dharma, setting out Hindu, secular and personal viewpoints
	evaluate the Sikh teaching on the equality of all human beings and compare this to a secular political perspective	discuss the Sikh view of what happens after death and relate this to other religious and non-religious views	evaluate Sikh teaching on Gurmukh and manmukh, discussing how these question secular values
	use appropriate evidence and examples to evaluate personal, Buddhist and non-religious views on personal control of destiny	debate the absence of God in Buddhism, relating this to other religious and secular philosophies	use appropriate evidence and examples to evaluate Buddhist and other religious teaching on right speech
Level 8	give a personal view which is informed and well argued of what it means to be 'human'; incorporate a variety of view points and recognise the complexity of the issues involved	give an informed and well argued account of a personal view and the view of others on the meaning and purpose of life; incorporate a variety of view points and recognise the complexity of the issues involved	give an informed and well argued account of a personal view and of the views of others on values and commitments; incorporate a variety of view points and recognise the complexity of the issues involved



	give a personal, well supported explanation about 'human identity' using both religious and non-religious material	give a personal, well supported explanation about the meaning and purpose of life illustrated from a religious and non-religious perspective	give a personal, well supported explanation about 'dying for what you believe in' using both religious and non-religious material
Level EP	place religious, non-religious and personal views of human identity and experience within a comprehensive religious and philosophical context; make independent, well-informed and reasoned judgements about their significance	place religious, non-religious and personal views of the nature of reality within a comprehensive religious and philosophical context; make well-informed and reasoned judgements about their significance	place religious and ethical theories concerning contemporary moral issues within a comprehensive religious and philosophical context; make independent, well-informed and reasoned judgements about their significance
	evaluate the proposition 'it is the spiritual that makes us fully human' with particular reference to empiricism	evaluate the proposition 'nothing is real except God' with particular reference to a phenomenological approach to religion	evaluate the proposition 'you are what you believe' with particular reference to existentialism



P Levels of attainment - level P1(i) to P8

Provided by the kind permission of Bolton LA

	Attainment Target 1: Learning about religions - within a historical and contemporary setting having knowledge and understanding of:			Attainment Target 2: Learning from religion - being able to respond, evaluate and develop the skills to apply questions raised universally about what it is to be a human being:		
	Beliefs and teachings - what people believe:	Practices and lifestyles - what people do:	Expression and language - how people express themselves:	Identity and experience - making sense of who we are through:	Meaning and purpose - making sense of life through:	Values and commitments - making sense of right and wrong through:
	significant events and people past and present sources of religious authority	as a community and individually celebrating, fasting or worshipping applying their beliefs to the way they live	about beliefs and religious teaching through words, writings and actions in appearance, the arts and buildings	own experiences the experiences of others learning from and responding to various influences	own experiences the experiences of others learning from and responding to various influences	own experiences the experiences of others learning from and responding to various influences
	Pupils can	Pupils can	Pupils can	Pupils can	Pupils can	Pupils can
Level P1	encounter stories about religious events and people in a passive or resistant manner; when fully prompted to explore, demonstrate a simple reflex response to multi-sensory experiences.	encounter some features of religious life and practice in a passive or resistant manner; when fully prompted to explore, demonstrate a simple reflex response to multi-sensory experiences.	encounter religious symbols and words in a passive or resistant manner; when fully prompted to explore, demonstrate a simple reflex response to multi-sensory experiences.	encounter activities and experiences; express preferences through simple reflex response.	encounter activities and experiences; express preferences through simple reflex response.	encounter activities and experiences; express preferences through simple reflex response.



e.g.	when hearing the story of the first Christmas blink when a bright star is passed in front of eyes	startle on hearing the sound of a shofar in a lesson on the different sensory experiences of Rosh Hashanah and Yom Kippur	change facial expression to show pleasure or displeasure at the smell of incense while exploring the act of puja	express preference by spitting out or accepting, in line with current feeding skills, when tasting foods associated with Eid-ul-Fitr express preference by leaving hand or withdrawing it from a bowl of water used to explore symbols linked to Christian baptism
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Level P1 (ii)	show an emerging awareness of religious events and people; give intermittent reactions.	show an emerging awareness of religious life and practice; give intermittent reactions.	show an emerging awareness of religious symbols and words; give intermittent reactions	show an emerging awareness of activities and experiences; express personal preferences intermittently.	show an emerging awareness of activities and experiences; express personal preferences intermittently.	show an emerging awareness of activities and experiences; express personal preferences intermittently.
e.g.	intermittently leave hand on cloth figures used when telling the story of Rama and Sita	intermittently be still to show awareness of sounds associated with Christian worship e.g. bells ringing, organ playing, etc..	intermittently focus briefly on the objects set on a table for the Shabbat meal	inhale the change of smell which occurs when a candle is blown out open mouth in response to experiencing a selection of Christmas foods		



Level P2 (i)	begin to respond consistently to familiar religious events and people; react to new activities and experiences; accept and engage in co-active exploration.	begin to respond consistently to familiar religious life and practice; react to new activities and experiences; accept and engage in co-active exploration.	begin to respond consistently to familiar religious symbols and words; react to new activities and experiences; accept and engage in co-active exploration.	begin to respond consistently to familiar activities and experiences; begin to express personal preferences consistently.	begin to respond consistently to familiar activities and experiences; begin to express personal preferences consistently.	begin to respond consistently to familiar activities and experiences; begin to express personal preferences consistently.
e.g.	consistently focus on familiar images seen on Easter cards	consistently turn towards the sound whenever hearing Buddhist prayer wheel		happily explore with assistance the feel of an Islamic prayer mat	show an interest in new experiences when visiting a range of religious buildings consistently express personal preferences when tasting foods associated with Divali	

Level P2 (ii)	begin to be proactive in interactions with familiar people, events and objects; recognise familiar people, events and objects linked to religious activities.	begin to be proactive in interactions with familiar people, events and objects; recognise familiar people, events and objects linked to religious activities.	begin to be proactive in interactions with familiar symbols and words; recognise familiar people, events and objects linked to religious activities.	communicate consistently preferences and affective responses to activities and experiences; co-operate with shared exploration and supported participation; perform actions, often by trial and improvement, and remember learned responses over short periods of time.	communicate consistently preferences and affective responses to activities and experiences; co-operate with shared exploration and supported participation; perform actions, often by trial and improvement, and remember learned responses over short periods of time.	communicate consistently preferences and affective responses to activities and experiences; co-operate with shared exploration and supported participation; perform actions, often by trial and improvement, and remember learned responses over short periods of time.
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e.g.	attempt to reach, touch, grasp a text often used for the telling of Bible stories	be quiet and attentive when hearing some religious music	watch with interest when a puja tray is set out	co-operate with an adult while exploring the use of prayer beads consistently smile to demand another opportunity to see and feel a Sikh turban repeat actions to press switch to operate tape with muezzin call to prayer
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Level P3 (i)	begin to communicate intentionally about religious events and people.	explore materials associated with religious life and practice in an increasingly complex way.	begin to communicate, through following known rituals and learned behaviour, appropriate responses to familiar religious objects.	observe the results of personal actions with interest.	participate in shared activities with less support.	remember learned responses over a more extended period and respond appropriately to familiar circumstances and people.
e.g.	express a desire to hold a chalice while learning about the Christian Eucharist	explore a hanukiah through holding, turning, shaking, removing and replacing candles etc.	indicate through gesture for the repeat of a Christian worship song used regularly in the classroom	recognise the effect of vocalizing in a quiet space and creating an echo	participate in a small group activity to create a collage of the dome and minarets of a local mosque	remember to sit quietly and be still during the reflection period of a lesson

Level P3 (ii)	use emerging conventional communication in response to religious events and people; begin to initiate interactions and activities.	actively explore objects and events associated with religious life and practice for more extended periods of time; begin to initiate interactions and activities.	actively explore objects and events associated with religious symbols and words for more extended periods of time; begin to initiate interactions and activities.	anticipate familiar events and respond to remembered experiences.	systematically apply potential solutions to simple problems in a structured context.	begin to respond to options and choices with actions or gestures.
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e.g.	ask to look at a book being used in the lesson by using single word, sign, gesture or symbol	reach out and pick up the rabbi doll used to talk about people in the synagogue	lift the lid of a box containing a cross to take it out to explore it with or without adult help	through single word, gesture, sign or symbol show willingness to participate in a Divali workshop	Purposefully press the 'Big Mac' to listen to a recording of a shofar being blown for Yom Kippur	through single word, gesture, sign or symbol show a desire to sit quietly and enjoy the sound and smells of a Buddhist prayer room
Level P4	use single elements of communication to express feelings about religious events and people; actively initiate activities linked to religious learning.	use single elements of communication to express feelings about aspects of religious life and practice; actively initiate activities linked to religious learning.	use single elements of communication to express feelings about religious symbols and words; actively initiate activities linked to religious learning.	use single elements of communication to express personal feelings; begin to make a personal response to opportunities created for quiet and stillness.	begin to respond to the feelings of others on a simple level.	begin to respond to the feelings of others on a simple level; begin to know the difference between 'yes' and 'no'.
e.g.	through single word, gesture, sign or symbol show excitement at hearing about the initiating of the Khalsa	through remaining attentive, show an interest when watching a nativity play performed by a local school	show familiarity with the idea of wudu by joining in with a washing activity	through single word, gesture, sign or symbol show an appreciation of the stillness inside a church building	match personal emotions to those of others in class when hearing about the death of a fellow pupil	understand by the tone of voice when the word 'no' is spoken that an action should not be continued
Level P5	respond appropriately to simple questions about familiar religious events and people; communicate simple meanings about these.	respond appropriately to simple questions about familiar aspects of religious life and practice; communicate simple meanings about these.	respond appropriately to simple questions about familiar religious symbols and words; communicate simple meanings about these.	engage in moments of personal reflection and stillness.	be actively involved in activities involving two or three other learners.	begin to respond to a variety of new religious experiences in a positive manner.
e.g.	answer simple questions at a two word, sign, gesture or symbol level about a parable of Jesus	answer simple questions at a two word, sign, gesture or symbol level about the Qur'an	answer simple questions about an image of the dancing Shiva at a two word, sign, gesture or symbol level	if opportunity arise, want to stay still and be quiet alone	join in group activity showing how Jews say 'thank you' when celebrating Simchat Torah	respond willingly to a variety of new religious experiences



Level P6	begin to communicate in different ways in response to familiar stories about religious events and people.	begin to communicate in different ways in response to familiar aspects of religious life and practice; make a personal contribution to activities.	begin to communicate in different ways in response to familiar religious symbols and words; carry out ritualised action in familiar circumstances .	show empathy with the feelings of others through gesture, facial expression or by offering comfort.	respond to others in group situations and co-operate when working in small groups.	start to be aware of personal influence on events and other people.
e.g.	using techniques appropriate to the individual, communicate intentionally in response to a familiar story about the prophet Muhammad	using techniques appropriate to the individual, communicate intentionally in response to questions about a mandir	using techniques appropriate to the individual, communicate intentionally in response to the ceremonial vestments worn by a bishop on a school visit	using techniques appropriate to the individual, communicate feelings about the story of Jesus dying on the cross	using techniques appropriate to the individual, show empathy to a fellow pupil who is sad	show an understanding about how personal behaviour in class affects the way others may behave
Level P7	listen to stories about religious events and people; show some knowledge of simple aspects of these; answer simple questions concerning these.	listen to stories about religious practices and lifestyles; show some knowledge of simple aspects of these; answer simple questions concerning these.	listen to stories about the use of religious symbols and words; show some knowledge of simple aspects of these; answer simple questions concerning these.	begin to recognise feelings about personal uniqueness; begin to recognise personal good and bad qualities in work and behaviour.	make purposeful relationships with others in group activities; begin to acknowledge that other people have needs and to respect these.	begin to identify some personal actions as right or wrong on the basis of the consequences .
e.g.	in simple terms offer a personal account of God giving Moses the ten commandments	in simple terms offer an explanation as to why the Bible is a special book for Christians	in simple terms ask questions about the five Ks worn by Sikhs	through role play demonstrate feelings about family and close friends	after discussion about love and loyalty in the extended Hindu family express a personal sense of responsibility as a family member	register the unfairness of some members of the class receiving more sweets than others



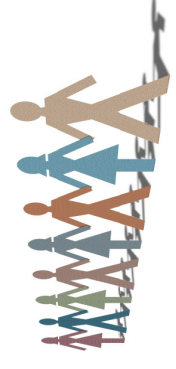
Level P8	<p>listen attentively to stories about religious events and people;</p> <p>when prompted be able to retell aspects of the story.</p>	<p>listen attentively to accounts of religious life and practice;</p> <p>communicate simple facts about these.</p>	<p>listen attentively to explanations about religious symbols and words;</p> <p>begin to realise that these are special to religious believers.</p>	<p>reflect on what makes personal experiences special and significant.</p>	<p>begin to be sensitive to the needs and feelings of others;</p> <p>show respect for self, others and the environment.</p>	<p>demonstrate a basic reasoning about what is right and wrong in familiar situations.</p>
e.g.	<p>when prompted be able to talk about what happened to Rama and Sita</p>	<p>know how Jesus' birth is celebrated in special songs by Christians</p>	<p>know that some books are extra special to different religious people</p>	<p>when prompted be able to say why certain events e.g. a birthday, a particular visit were special occasions</p>	<p>when prompted be able to say how people care for the environment</p>	<p>acknowledge the need to share when using different equipment in school</p>



Level descriptors in pupil-accessible language;

With acknowledgements to http://betterre.reonline.org.uk/assessment/cando_rtf.rtf

AT1 Learning about religion				AT2 Learning from religion		
How pupils develop their knowledge, skills and understanding with reference to:				How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
1	remember a Christian (Hindu, etc.) story and talk about it e.g. talk about the story of Diwali	use the right names for things that are special to Buddhists (Jews, etc) e.g. say "That is a Church", or "She's praying" when my teacher shows me a picture	recognise religious art, symbols and words and talk about them e.g. say "That is a Star of David" when my teacher shows me a picture	talk about things that happen to me e.g. talk about how I felt when my baby brother was born	talk about what I find interesting or puzzling e.g. say "I like the bit when Krishna helped his friend"	talk about what is important to me and to other people e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel
2	tell a Christian (Sikh, etc.) story and say some things that people believe	talk about some of the things that are the same for different religious people	say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
	e.g. tell the story of the birth of Jesus say that Christians believe in God	e.g. say that Christians and Sikhs both have holy books	e.g. say that the cross reminds Christians that Jesus died on a cross; e.g. say that some people dance, sing, recite for God	e.g. say "Was Jonah hurt after being inside the big fish?"	e.g. say "It was mysterious when God spoke to Moses"	e.g. say "I agree with the rule about not stealing as stealing is not fair"



AT1 Learning about religion			AT2 Learning from religion			
How pupils develop their knowledge, skills and understanding with reference to:			How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:			
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave
	e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble	e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books e.g note that Muslims and Christians both pray but in different ways	e.g. label a picture of Shiva Nataraja to show links with Hindu beliefs about God	e.g. talk about how Jesus influenced his disciples and how friends influence them	e.g. ask why many people believe in life after death, give their view and compare with a particular religious view	e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering



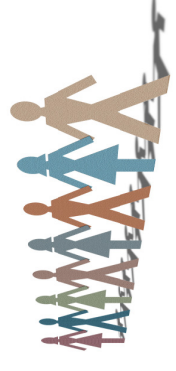
AT1 Learning about religion				AT2 Learning from religion		
How pupils develop their knowledge, skills and understanding with reference to:				How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
4	make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values
	e.g. make links between Qur'anic and Biblical sources and Muslim and Jewish charities e.g. connect some sayings of Jesus with different Christian beliefs about animals	e.g. use some Pali or Sanskrit terms in describing two different Buddhist types of meditation e.g. compare the way that Hindus and Buddhists might meditate	e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there	e.g. write an imaginary interview with a member of a minority religious community, referring to the beliefs which sustain them	e.g. write some questions about life after death and provide answers that refer to resurrection and reincarnation	e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made



AT1 Learning about religion			AT2 Learning from religion			
How pupils develop their knowledge, skills and understanding with reference to:			How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:			
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
5	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives
	e.g. compare different Jewish beliefs about the Messiah and say how different interpretations may come about, using biblical and other texts to illustrate their answers	e.g. write an account of Hajj which explains why many Shi'a Muslims will go on to visit the tomb of Ali because they believe that he was the rightful successor to the Prophet Muhammad	e.g. produce a survey of different forms of creative religious expression and suggestions for similarities and differences between them	e.g. write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community	e.g. write a short story which raises questions about what is 'true' and which relates to their own personal search for meaning in life	e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others' lives



AT1 Learning about religion				AT2 Learning from religion		
How pupils develop their knowledge, skills and understanding with reference to:				How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
6	say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them	say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies	use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers	consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples	use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me
	e.g. complete a poster demonstrating two contrasting religious views on astrology and making reference to religious texts and teachings which support the alternative teachings	e.g. prepare a guide for Anglican Christians on the celebration of Easter in the Orthodox Church, showing how resurrection belief is expressed in different ways	e.g. produce a booklet illustrating and explaining different sorts of symbolic expression involved in the life of a Buddhist monk or nun	e.g. write a news report on different Sikh attitudes to aspects of 'British' culture, explaining how Sikh views of human nature and society affect their views	e.g. produce a booklet of ideas about the 'Good Life' with reference to religious and non-religious points of view and their own conclusions	e.g. produce an e-media presentation on religious views of 'terrorism' with reference to religious and non-religious points of view and their own conclusions



AT1 Learning about religion			AT2 Learning from religion			
How pupils develop their knowledge, skills and understanding with reference to:			How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:			
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
7	present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence	show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion	use a wide religious and philosophical vocabulary as well as different of forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways	give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others	give my personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life	give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people
	e.g. using books and the internet, investigate Sikh beliefs about the importance of the Guru and do a presentation which coherently illustrates a variety of views	e.g. produce two 'pictures' of Muslims from different communities and explain how history and culture have influenced the way they put their faith into practice in different ways	e.g. produce an illustrated guide to representations of Jesus from different times and cultures, explaining the Christian beliefs and values presented through the different media	e.g. produce a summary of my own personal and social relationships alongside an analysis of Hindu and other insights into human nature and community	e.g. following research into samsara and nirvana, produce a dialogue I might have with a(nother) Buddhist about the future of humanity	e.g. following research into Jewish and Humanist views on 'faith' schools, produce a report with my recommendations on an application for a new Jewish foundation school



AT1 Learning about religion				AT2 Learning from religion		
How pupils develop their knowledge, skills and understanding with reference to:				How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
8	analyse the results of different sorts of research and place different interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts	weigh up different points of view and come to a conclusion on how religions and beliefs make a difference to communities and societies in different times and places	use a comprehensive religious and philosophical vocabulary in weighing up the meaning and importance of different forms of religious, spiritual and moral expression	weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments, reflections and examples	weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples	weigh up in detail a wide range of viewpoints on questions about values and commitments, and come to my own conclusions based on evidence, arguments, reflections and examples
	e.g. research the internet and interview individuals to produce a contextual comparison of interpretations of the resurrection of Jesus	e.g. conduct a questionnaire and produce findings on whether religion has had a mostly good or bad effect on different local communities	e.g. select some items of Buddhist artistic expression for an exhibition and produce a booklet of explanations of the symbolism and impact of the items for Buddhist belief and practice over time	e.g. write an article entitled, 'What is a Jew'? making use of Jewish and non-Jewish points of view and coming to a conclusion that takes account of religious, cultural and philosophical perspectives	e.g. write a speech for or against the motion that 'science will one day remove all need for religion', and coming to a conclusion that takes account of religious, philosophical and historical perspectives	e.g. write a dialogue between a Muslim and Hindu on how religious insights might save us from environmental disaster and write a conclusion that takes account of religious and social perspectives



Skills developed through religious education in primary schools

RE Skills	Examples of teaching and learning activities for FS, KS1 and KS2
<p>Enquiry – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Ask relevant questions ▪ Pose and define problems ▪ Plan what to do and how to research ▪ Predict outcomes and anticipate responses ▪ Draw / test conclusions and improve ideas 	<ul style="list-style-type: none"> ▪ Agree on lines of enquiry by identifying key questions e.g. Who or what created the world? What might have caused the world to begin? ▪ Use P4C materials and thinking skills strategies ▪ Concept cartoons ▪ Discussion structures e.g. pair and share, jigsaw discussion, snowball discussion ▪ Start from first-hand experience – visits, visitors, artefacts – children to pose questions – what are they curious about? ▪ Encourage home / school community links as a starting point e.g. how did I get my name? Photographs of key family events
<p>Investigate – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Ask relevant questions ▪ Gather and research information from a variety of sources ▪ Know what may be appropriate information 	<ul style="list-style-type: none"> ▪ Prepare and select questions e.g. in order to interview a visitor / conduct a survey etc. ▪ Identify and highlight important information ▪ Gather, select and organise information using a range of sources e.g. multimedia presentation, represent using maths e.g. Venn diagram ▪ Watch, listen and make notes from a presentation ▪ Child's Eye Media films – to explore festivals from the point of view of the child (KS1)
<p>Interpret – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Draw meaning from artefacts, symbols, stories, works of art and poetry ▪ Interpret and understand religious language ▪ Derive and understand meanings of religious texts 	<ul style="list-style-type: none"> ▪ Use artefacts, works of art, extracts from religious texts as a starting point to stimulate response and enquiry ▪ Give children opportunities to interpret religious ideas and language by beginning with their own experiences ▪ Create role play to show meaning of teachings from religious texts including parables ▪ Use puppets to understand religious language and ideas
<p>Reflect – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Ponder on feelings, relationships, ultimate questions, beliefs and practices ▪ Think and speak sensitively about values, religious and spiritual topics ▪ Use quiet time effectively e.g. stilling activities 	<ul style="list-style-type: none"> ▪ Non-denominational sacred space available for the children to use e.g. labyrinth, spiritual trail, sensory garden ▪ Communicate feelings in a reflective poem or prayer e.g. prayer tree ▪ Create an atmosphere for reflection e.g. massage in schools, tai chi, yoga ▪ Visit places in the local community to use the senses in a way which evokes a sense of spiritual space ▪ Use natural habitats within the school grounds and the locality to develop a sense of awe and wonder



<p>Empathise – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Consider the thoughts , feelings, experiences, beliefs and values of others ▪ See the world through the eyes of others and appreciate issues from their point of view ▪ Develop the power of imagination to identify feelings such as love, forgiveness, sorrow, joy, compassion 	<ul style="list-style-type: none"> ▪ Provide opportunities for the children to be part of councils and be proactive in the work of both their community and the global community e.g. a peace council, response to an international disaster, Eco Council ▪ Use of Peace Mala project (www.peacemala.org.uk) ▪ Feelings graph or emotions fans from SEAL resources e.g. tracking the feelings of a character in a faith story ▪ Guided visualisations e.g. Relax Kids CDs, Buddhism stilling exercises (Clear Vision Trust) ▪ De Bono's thinking hats ▪ Use puppets to express feelings
<p>Analyse – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Distinguish between essential ideas, opinions, belief and fact ▪ Distinguish between key features of different faiths and belief systems ▪ Identify similarities and differences 	<ul style="list-style-type: none"> ▪ Play odd one out games ▪ Use sorting diagrams e.g. using a matrix, Carroll diagrams, Diamond 9 ▪ Explore why the "Golden Rule" is a key teaching of all faiths and non-faiths.
<p>Synthesise – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Recognise similarities and differences ▪ Link coherently feature(s) of religious groups / belief systems ▪ Make links between religion and human experience 	<ul style="list-style-type: none"> ▪ Use a thematic approach to explore ideas e.g. rites of passage, symbols across a range of faiths ▪ Use children's own learning / experiences to make sense of religious ideas and draw conclusions
<p>Express – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Communicate and explain concepts, rituals and practices ▪ Respond to ultimate questions and religious issues through a variety of media ▪ Demonstrate critical awareness and respect for different faiths and belief systems 	<ul style="list-style-type: none"> ▪ Creative – drama, role-play, mime, dance, add percussion or actions to religious story or song; make a game, create a special place ▪ Visual – use of collage, colour, charts, diagrams , video, photos, multimedia presentations ▪ Oral – use of recording or presentation or debate ▪ Written – poetry, reflective diary, letter, e-mail, story, newspaper report etc. ▪ Hold a celebration for the class or the school
<p>Apply – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Apply what has been learnt from a religion or belief system to a new situation ▪ Apply their own beliefs and values to situations and concepts in their own and other people's lives 	<ul style="list-style-type: none"> ▪ Design games, rules for life, symbols e.g. snakes and ladders representation of karma ▪ Use of role play and drama to show the meaning of a faith story or teaching



<p>Evaluate – this includes the ability to:</p> <ul style="list-style-type: none"> ▪ Justify a viewpoint relating to ultimate questions and religious issues ▪ Debate issues of religious significance with reference to experience, evidence and argument ▪ Draw conclusions by reference to experience, evidence, individual belief and argument 	<ul style="list-style-type: none"> ▪ Use of learning journals ▪ Respond to points of view on a scale of 1 – 10 ▪ Courtroom debate ▪ Order using a hierarchy ▪ Peer assessment ▪ Thinking Wall - What do I want to know next?
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Progression in Christianity

In this table Steps 1, 2, 3, 4 and 5 refer to the arranged order in which content ought to be studied. They may not correspond directly to Key Stages 1, 2, 3, 4 and 5 since this will depend on how much Christianity is taught in each key stage.

Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 1					
<p>God as a loving father and creator.</p> <p>The birth of Jesus, Jesus' life, death and resurrection and the theme of 'new life'</p> <p>Jesus is special for Christians. Jesus' teaching on love and forgiveness</p> <p>The Bible as a special book for Christians which is treated with respect and is used for preaching and teaching. It has authority for Christians.</p> <p>The lives of Christians who followed the example of Jesus</p>	<p>The church as the Christian community which takes Jesus as its example</p> <p>Sunday as a special holy day</p> <p>Worshipping together, including reading the Bible, listening to stories, singing and praying</p> <p>Special leaders, e.g. priests, ministers, elders</p> <p>Important ceremonies e.g. baptisms and wedding</p>	<p>Symbols of Christmas e.g. crib</p> <p>Symbols of Easter e.g. Easter garden, paschal candle, cross, egg, lamb</p> <p>Stories, songs, poems and sayings from the Bible which describe God as the Creator and a loving parent</p> <p>Church buildings e.g. their atmosphere and why people might like to go there</p>	<p>What it means to belong to a Christian community</p> <p>Signs of the Christian religion in your own community, buildings, parishes, street and place names</p> <p>Christians believe everyone is important and of equal value</p>	<p>How Christians respond to experiences of awe, wonder and mystery</p> <p>How the Christian stories relate to experiences and feelings in peoples' lives</p> <p>Puzzling questions</p> <p>Quiet reflection.</p>	<p>Attitudes and responses to family, friends and the natural world</p> <p>Beliefs related to experiences of awe, wonder and mystery</p> <p>Some questions can be answered in different ways</p> <p>Christian values e.g. fairness, honesty, forgiveness, kindness</p> <p>How Christians show concern for others</p> <p>The two greatest commandments 'love God' and 'Love your neighbour'</p>
<p>AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as What 'big questions' puzzle you? If you were to talk about your own rules for life, what would they be? What do you celebrate in your family, and why are these things important? Why do you think Christians think Jesus is a special person? Why do you think Christians do special things when a baby is born? Or when people get married? Why do you think Christians believe that the world is important?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 2					
<p>Christian beliefs about God as creator, sustainer and ruler. The 10 Commandments</p> <p>The life of Jesus in an historical context. His birth, baptism, temptations; disciples and followers. His teachings. The parables of Jesus; The Sermon on the Mount, the Beatitudes.</p> <p>The Bible – a source for Christian belief and teaching, different translations, the Bible books, the Old and New Testaments</p>	<p>Worship in various forms e.g. music, prayer, dance, silence</p> <p>How the Bible is read in church services and privately as a guide and source of teaching and inspiration</p> <p>Shared celebrations including Ascension and Pentecost</p> <p>Shared times of reflection including Advent and Lent</p> <p>The Sacraments- Baptism, Confirmation the Eucharist</p>	<p>How buildings, religious objects and symbols play a part in the worship, rituals, festivals and ceremonies of the community.</p> <p>Beliefs expressed in hymns, prayers and art.</p>	<p>The church as an international fellowship for Christians, members of all races and nationalities</p> <p>The effect of Jesus on the lives of individuals</p>	<p>Answers offered by Christianity to questions of meaning and purpose in life</p> <p>Christian beliefs about God, life after death, the purpose of life</p> <p>The meaning of Easter for Christians</p>	<p>Values expressed through Easter and Christmas.</p> <p>Values expressed through ritual and ceremony</p> <p>Values expressed through fasting and giving to charity</p> <p>How the church follows the example of Jesus e.g. concern for the poor Salvation Army, Christian aid</p> <p>Personal responsibility to personal, social and global issues, guided by the teachings of Christianity</p>
<p>AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as:- Who or what guides or influences you? How does this affect the things that you value? Why do you think the Bible is the most widely printed book of all time? What are your favourite stories/ characters in the Bible? Why? Is Jesus the ultimate super-hero? Compare the experiences of people in Biblical stories with pupils own experiences and feelings about identity and belonging.</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 3					
<p>Evidence for the existence of God, William Paley's design argument, St Thomas Aquinas' first cause argument</p> <p>Beliefs about the Trinity</p> <p>Jesus - contemporary evidence for his life. Significant events and teachings His humanity and divinity. The Sermon on the Mount</p> <p>The Synoptic problem.</p> <p>Different Christian attitudes to the Bible, its authority, meaning and teaching.</p>	<p>Similarities and differences in styles of worship, reflecting different beliefs and teachings about authority and interpretation of the Bible.</p> <p>Variety of approach to the Sacraments e.g. the Eucharist, Baptism, Ordination</p> <p>The roles of clergy, leaders and congregations.</p> <p>The roles of men and women in the Church</p>	<p>How beliefs are expressed through art, sculpture, music, drama, poetry, metaphor and dance.</p> <p>Recognising diversity in religious, moral and spiritual expression within Christianity.</p>	<p>The spread of Christianity Different Christian denominations, their origins and distinctive features. Missionary work The Ecumenical movement</p> <p>Descriptions of the Church-the body of Christ, fellowship,</p> <p>The challenges of belonging to a religion. The impact of beliefs on individuals and communities, including the local community.</p>	<p>Christian beliefs about life after death, ideas about heaven and hell; the purpose of life.</p> <p>The nature of God; the Trinity</p> <p>God as omnipresent, transcendent and omniscient</p> <p>How religious sources are used to answer ultimate questions</p>	<p>Following the teaching and example of Jesus.</p> <p>Service to others, personal and social responsibilities.</p> <p>Value put on human life, 'made in the image of God';</p> <p>The work of Christian organisations concerned with poverty, peace, justice and environmental issues. (e.g. Christian Aid, Leprosy mission, World Vision etc)</p>

AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as:- Do you believe in God? Why? Why not? Is Christmas too commercialised? What are your own values and commitments? Have they changed? If so why? Interview a local Christian group. How do they put their beliefs into practice? Is there an afterlife? Interview a Christian in your community. How do they help other people? Support their community? Look at the work of a Christian environmental group. What do they do and why do they do it? Is it hard to follow a religion in the modern world? How can Christians believe in a loving God if He created suffering and hell? Are men and women equal? Does religion cause war? Was Jesus human, God or both? What can be learned from Jesus' parables?



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 4					
<p>Beliefs about God and how they are expressed. The limitations of language. The use of metaphor, analogy and symbol.</p> <p>Literal and non literal interpretations of the Bible and expressions of belief</p> <p>The significance of Jesus' life and teaching for contemporary Christians and its relevance to modern life. The "Jesus of history and the Christ of faith"</p> <p>The lives of saints</p>	<p>The purpose of worship. The variety of styles and elements of worship.</p> <p>Aids to worship, architecture, symbol, artefacts, statues etc</p> <p>Marriage ceremonies</p> <p>Funeral services</p>	<p>The Bible and lives of the saints as inspiration for art, literature, music, film and architecture in history and contemporary life.</p> <p>Expressing belief through the role of the Church in the local community; local projects and organisations.</p>	<p>The role of the Church in modern society. Changing attitudes to women. Attitudes to homosexuality</p> <p>Equality of all</p>	<p>Christian philosophy and views on suffering, death and after life. The impact of these views on ethical issues, particularly medical ethics (e.g. euthanasia, abortion, IVF, surrogacy, stem cell research etc)</p>	<p>Modern discipleship – religious and lay responses</p> <p>Personal and social responsibility. Changing attitudes to marriage and family life.</p>

AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as:- should we look after their our own community before helping those abroad? Why should Christians care about those who suffer in the developing world? Are teachings about Christian marriage important to you/society ? Why? Why not? Is there any cause worth dying for? Is prejudice always wrong? Should Christianity accept homosexuality? Is genetic engineering playing God? Why do Christians do special things when a person dies? How can an all loving God allow humans to suffer so badly? Why / how does Jesus inspire people? How do Christians in your community make it a better place to live?



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 5					
Arguments for and against the existence of God. The place of revelation in belief. The use of scripture, creeds, human experience, tradition, reason and the natural world in discussions about belief. Beliefs about Jesus as the Son of God. Teaching about the Kingdom of God, the Beatitudes and the Sermon on the Mount The variety of attitudes to the authority of the Bible; the role of the Holy Spirit and the Church.	Personal and community worship; contemplation and meditation; house groups, bible study and fellowship groups Impact of belief on UK history and landscape; historical and political traditions	How modern art, music, film, architecture, literature expresses Christian beliefs. Theological debate about the nature of God and Jesus	Religious orders and communities. Monastic life Less well known Christian groups e.g. Shaker, Amish etc	Church guidance on the value of human life, mans search for meaning The problem of evil, suffering and natural disasters.	Christian teaching on moral and ethical issues; views on political, environmental, economic and social issues Christian organisations- how they reflect Christian values in their work
AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as: - Is prayer important? What communities do you belong to and what values do they have? Is human life valuable? How can God be understood in the Trinity? What is the meaning of life? How has Christianity shaped the history, politics, social reform in the UK? How does Christian Aid/ Cafod / Trocaire show Christian values in action?					



Progression in Islam

In this table Steps 1, 2, 3, 4 and 5 refer to the arranged order in which content ought to be studied. They may not correspond directly to Key Stages 1, 2, 3, 4 and 5 since this will depend on whether and how much Islam is taught in each key stage.

Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 1					
<p>Allah is the Islamic name for God.</p> <p>Muslims believe that: Allah is the One True God and has no partners</p> <p>Allah is the Creator</p> <p>Allah sent guidance through the Prophet Muhammad (pbuh) and the Qur'an. The revealed book for Muslims, treated with great respect</p>	<p>Worship of Allah.</p> <p>Muslims serve Allah in many ways, including daily salah.</p> <p>Cleanliness before prayer (wudu)</p> <p>Festivals, specifically Id-ul-Fitr and Id-ul-Adha.</p>	<p>Islamic belief in angels (e.g everyone has two angels looking after them.)</p> <p>Stories from the life of the prophet Muhammad (pbuh)</p>	<p>Family life</p> <p>The naming of a child</p> <p>Preparing for and celebrating festivals</p>	<p>Allah is the one true God, the creator and provider of all good things</p> <p>Belief in the hereafter</p>	<p>Islamic values expressed in everyday life.</p> <p>Respect for each other, parents, elders and children and guests</p> <p>Honesty and good manners</p> <p>Responsibility for all creation</p> <p>Importance of visiting</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as e.g. How do you learn good manners/ how to welcome guests? Do you believe in angels? Which other religions feature angels? What do you think is the role of angels?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 2					
<p>Belief in Allah as the one true God Sources of guidance include: The Qur'an, Stories from the life and traditions of Prophet Muhammad</p> <p>Stories about the Prophets Ibrahim, Musa, Dawud and Isa</p>	<p>Shahadah and acts of worship</p> <p>-Salah and wudu, the meaning of the actions.</p> <p>Sawm and Id-ul-Fitr</p> <p>Zakah and Khums</p> <p>- Hajj and Il-ud-Adha</p> <p>Birth rituals</p>	<p>Read Surahs 16:1-21, 66-70, 77-83 on the wonders of creation.</p> <p>Features of Mosques, why are Mosques special places for Muslims?</p> <p>Qur'an is treated with respect.</p>	<p>The meaning of Ummah in Islam</p> <p>Islamic greetings, and their meaning.</p> <p>Human beings are the best of His creation.</p>	<p>The future-belief in the hereafter</p>	<p>Islamic values expressed in everyday life - family life, the roles of mother and father.</p> <p>Respect for teachers, elders, the learned and wise</p> <p>Concern for the poor</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as: - What does Islam teach us about treating others with respect? Consider 'idols' in Islam and how people respond to them. Consider why Muslims may prefer to keep their traditions and texts in their original language. What are the meanings of certain names in Islam and why might people choose them for their children? How was your name chosen? Discuss the importance for Muslims of putting Islamic principles and beliefs into practice. Talk about self-discipline in Islam – why it is important and how it might be achieved?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 3					
<p>Muslims believe that Allah is the One True God who has no partners and nothing is comparable to him. The attributes of Allah recorded in Surah 1, Surah 112. and Surah 59: 22-24 e.g. Ar-Rahman (all Gracious), Ar-Rahim (All Merciful) Further study of Tawhid</p> <p>The life of Prophet Muhammad in its historical context.</p>	<p>Worship –Friday prayers (Jumu'ah)</p> <p>Acts of worship, giving thanks, asking forgiveness, praying for others</p> <p>Study the compilation of Hadith.</p> <p>Hygiene and diet Fasting</p> <p>Charitable acts (sadaquah), acts of kindness, thoughtfulness and those directed at the welfare of society</p>	<p>The principles of equality are demonstrated by salah when it is performed in a group.</p> <p>The passages of the Qur'an which describe Allah as the provider of all good things e.g. 10:5-6; 30:20-24 and 16:1-21, 66-70, 77-83 How and why Qur'an is treated with respect.</p>	<p>The importance of religion, culture, family and social structures for a Muslim in modern Britain. The importance of the Mosque</p>	<p>The Day of Judgement, Akhirah (life after death) and Qadar.</p> <p>Islam's answers to questions about the universe.</p> <p>Respect for people of other faiths Muslims and other 'people of the book' (Jews and Christians)</p>	<p>The importance of self-discipline in Islam and how this might be achieved. Obedience, responsibility and loyalty. Islamic conduct and ethics The significance of Islam in the ordering of Muslim family life. Human beings have a responsibility to care for the environment. - Sadaquah</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as e.g. How can your actions benefit society? Discuss the importance of Islamic teaching on giving to those in need. Do you believe that your life will be judged? What good / bad deeds have you done today? What would you 'submit' to?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 4					
<p>Allah's attributes</p> <p>Absolute monotheism</p> <p>Iman (faith)</p> <p>Qur'an as the main source of Shar'iah. law</p>	<p>How Tawhid permeates all aspects of thought and practice.</p> <p>Muslim community life in Great Britain and Europe.</p> <p>Examine how Muslims relate to non-Muslims.</p> <p>Developing spiritually by trying to be a good example</p>	<p>Through the study of Qur'anic text, consider the human rights guaranteed by the application of Shari'ah.</p> <p>Compare rights under the Shari'ah with aspects of British legal practice.</p>	<p>The impact of Islamic religion on history, tradition and values.</p> <p>The challenges for a Muslim person of living in a modern multi-faith society.</p> <p>Islamic world view.</p> <p>Different views regarding the succession to the prophet, Sunni and Shi'ah</p>	<p>Belief in Akhirah (life after death).</p> <p>Greater and lesser jihad</p> <p>How naturally occurring patterns e.g. snowflakes, honeycombs, spiders webs, might contribute to an understanding of Tawhid.</p>	<p>Islamic teachings on accountability and moral decision-making.</p> <p>Islamic teachings on responsibility and the nature of effective leadership. Islamic teaching to contemporary issues</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as e.g. would you want to live under Shariah law? Give reasons for your answer. Is Jihad a good ideal to strive for? Is Islam fairly represented in the British press?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 5					
<p>Beliefs about Allah</p> <p>The importance of Tawhid.</p> <p>Beliefs about humanity – all created from one soul, mutually interdependent</p>	<p>How Shariah affects every day life –</p> <p>Political</p> <p>Economic</p> <p>Social</p> <p>Religious aspects of Shariah</p>	<p>Islamic artists, scholars and scientists.</p> <p>Islamic literature and culture</p>	<p>Practising Islam in a non Muslim environment</p> <p>The impact of religious differences in politics</p>	<p>Beliefs about life after death</p> <p>Al-Mahdi-the rightly guided one who will appear and lead the Ummah and restore justice on earth</p>	<p>Islamic education</p> <p>Usury and interest</p> <p>Islamic economic values</p> <p>Ecological issues</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as e.g. How does Islam influence politics in the Middle East? What is the effect of many rulers being Sunni Muslims, while the majority of the population may be Shi'ah? Are Islamic laws regarding usury helpful in modern Britain?</p>					



Progression in Judaism

In this table Steps 1, 2, 3, 4 and 5 refer to the arranged order in which content ought to be studied. They may not correspond directly to Key Stages 1, 2, 3, 4 and 5 since this will depend on whether and how much Judaism is taught in each key stage.

Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 1					
<p>Beliefs about God as a creator.</p> <p>God cares for all people</p> <p>Stories about people of Israel and the beginning of the world</p> <p>Noah, Abraham, Isaac and Jacob</p> <p>Moses</p> <p>The 10 Commandments.</p>	<p>Celebrations and important events:</p> <p>Hanukkah/ Purim</p> <p>Family life and Jewish homes:</p> <p>Mezuzah, Shabbat and Friday night meal, eating special bread, (challah)</p>	<p>Worship, prayer</p> <p>Reading the Torah</p> <p>Laws and rules</p> <p>Mitzvot</p>	<p>The Synagogue as a community</p> <p>People with special roles- Rabbi</p> <p>Family life</p> <p>Values in 10 Commandments</p> <p>Israel as a special place for Jews</p>	<p>What does the Torah teach about wonder and beauty of creation</p> <p>How Jewish special occasions reflect meaning of life</p> <p>Jewish people have special objects in the home</p>	<p>Jewish family life and the role of each family member</p> <p>Jewish people treat people equally</p>
<p>AT2 pupils should reflect, ask their own questions and answer questions such as:</p> <p>Who is close to you? Why is it important for families to spend time together?</p> <p>How do you feel when you see a rainbow? Where is your special place?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 2					
The Shema First 4 of 10 Commandments Tefillin and Kippah Stories from the lives of Jacob, Joseph and Moses Tenakh Torah given at Mount Sinai	The Synagogue as community centre Mishkan. Ark, Temple, The role of the Rabbi Bar/Bat mitzvah Weddings Shabbat and Friday night meal Pesach Sukkot Jewish home – food laws and the kitchen	Study and prayer Torah – respect and work of the scribe Symbols – Magen mezuzah, tallit David (star of David), Menorah	Importance of community rules Significant points in Jewish lives – ceremonies and rituals Why Jews come together to worship Living in accordance with 10 Commandments	Jewish beliefs about God Jewish teaching about death, judgement and forgiveness through: Yom kippur/ Rosh Hashannah	How Jews show respect for the Torah Proverbs in Tenakh – Jewish ideas of Freedom God's protection of Jewish people / chosen people

AT2 pupils should reflect, ask their own questions and answer questions such as:

What lessons can we learn from a particular story (i.e. Story of Joseph, how does good come out of bad?) Write down five questions you would ask a Rabbi (write down five things you want to know about a Rabbi). What do you wear that makes you feel special or reminds you of somewhere? Talk about how you show respect to your parents or family member.



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 3					
<p>The process of Jewish law – Torah, Talmud, Mishnah, Gemara, Halakhah and Agadah.</p> <p>Contents of the Tenakh</p> <p>Future Messianic age, rebuilding of the Temple.</p> <p>Community of Israel assured salvation</p> <p>The Noachide laws – salvation for all people</p> <p>Study of Torah – reading weekly portions and annual cycle of readings</p> <p>Giving of Torah (Shavu'at)</p>	<p>Importance of Torah seen through worship and study</p> <p>Sefer torah and work of scribe – translations and interpretations</p> <p>Synagogue as community, place of prayer and study</p> <p>Celebrations and festivals – Pesach, Shavout and Sukkot Brit Milah</p> <p>Hebrew text – use in Orthodox and progressive traditions</p>	<p>Responses to God through prayer.</p> <p>Family and community life</p> <p>10 Commandments</p> <p>Jewish homes – Kashrut and Jewish kitchen</p> <p>Gratitude expressed through blessings (especially before and after meals)</p> <p>Symbols – Maegen David, Menorah, mezuzah</p>	<p>Israel today</p> <p>Cultural and religious diversity within the community: Historically: Pharisees, Saducees, Essenes</p> <p>Present day: Orthodox, Hasidim, Progressive</p> <p>Jewish vision for future</p> <p>Life in Kibbutz/ Moshav</p>	<p>Funerals and mourning</p> <p>The importance of Jerusalem</p> <p>Meaning of 'Israel' (he who struggles with God)</p>	<p>Responses to racism</p> <p>Jewish organisations to combat prejudice and further understanding between communities.</p> <p>Work for a just society</p> <p>Tzedeka (social justice)</p> <p>Judgement and forgiveness – Rosh Hashanah, Yom Kippur,</p> <p>Book of life</p> <p>Faith in action</p>
<p>AT2 pupils should reflect, ask their own questions and answer questions such as:</p> <p>What gives you a sense of identity?</p> <p>Explain why and how different groups of Jews demonstrate their sense of identity and belonging</p> <p>Why is it important for a Jewish person / anyone to remember the Holocaust?</p> <p>Design a symbol for your family and explain its importance.</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 4					
<p>God in Jewish teaching : attributes and names, presence (Shekhina), justice and mercy</p> <p>13 principles of faith</p> <p>Divine providence and free will</p> <p>Interpretations of Torah: place in teaching and resolving contentious issues</p> <p>Vision for the future: Messianic age, Israel</p>	<p>Maintaining Jewish assimilation and identity:</p> <p>Family life</p> <p>Jewish community</p> <p>Anglo -Jewish experience</p> <p>Contentious issues:</p> <p>Divorce</p> <p>Out-marriage</p> <p>Single parenthood</p> <p>Women</p> <p>Environmental issues</p> <p>Where life begins and ends</p>	<p>Examples of Holocaust literature, poetry and art</p>	<p>The importance of Jewish community and its continuity</p> <p>Archaeology and its importance in Israel</p> <p>Cultural and religious diversity</p> <p>The Anglo-Jewish experience</p>	<p>Importance to Jewish people of personal and community responsibility</p>	<p>Responses to racism</p> <p>Acting in charity</p> <p>Exploration of legal process</p> <p>Pikuakh Nefesh (saving life)</p> <p>Tikun Olam (saving the world)</p> <p>Pikei Avot (moral issues)</p> <p>Medical ethics</p> <p>The Shoah (Holocaust)</p>
<p>AT2 pupils should reflect, ask their own questions and answer questions such as:</p> <p>Is it important for each family member to have a clear role to fulfil?</p> <p>Explain in your own words what you think these quotes / passage from the Torah mean. Suggest and how this impacts on a Jewish believer – 10 Commandments / Exodus 20 v8 Do you agree with the Jewish teaching about the sanctity of life –explain your opinion</p> <p>Yom kippur – is it more important to fast than to die? Is multi-culturalism a good thing to have in society? Write down everything that makes you special and gives you a sense of identity</p> <p>Scenarios of right and wrong- concentrate on Free Will</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 5					
<p>God in Jewish thought and teaching</p> <p>As Creator, divine providence, free will, God and human suffering; God and the problem of evil</p> <p>The future and purposes of God</p>	<p>The Jewish community</p> <p>The significance of Israel</p> <p>Migration to Israel (Aliyah)</p> <p>Cultural and religious diversity within the Jewish community</p>	<p>Art and architecture</p> <p>Sustaining Jewish community life</p>	<p>The Anglo Jewish community</p> <p>Ashkenazim and Sephardim</p> <p>Historical identity- the importance of archaeology in Israel</p>	<p>Responses to the Shoah</p>	<p>Caring for creation (Tikkun Olam)</p> <p>Ecology and land reclamation; working towards peaceful co-existence</p>
<p>AT2 pupils should reflect, ask their own questions and answer questions such as: How does Jewish teaching help or hinder the peace process with Palestine? Consider the variety of responses within Israel to building Jewish settlements in the occupied territories. How do American Jews influence politics in USA, Ireland and Israel? Research Jewish contributions to art, literature, films and music</p>					



Progression in Buddhism

In this table Steps 1, 2, 3, 4 and 5 refer to the arranged order in which content ought to be studied. They may not correspond directly to Key Stages 1, 2, 3, 4 and 5 since this will depend on whether and how much Buddhism is taught in each key stage.

Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 1					
<p>Beliefs expressed about the Buddha-e.g. his birth</p> <p>Stories from the life of The Buddha.</p> <p>Siddharta Gautama – the prince who gave up his wealth to search for the truth</p> <p>Stories of how the Buddha showed the teachings in his everyday life</p>	<p>How the Buddhist community lives out the teachings of the Buddha</p> <p>Buddhist nuns, monks and priests choose a way of life</p> <p>Living by the five moral precepts</p>	<p>Buddhist worship at shrines and temples</p> <p>The lotus flower,</p> <p>the wheel,</p> <p>the Bodhi tree</p> <p>Stories that teach e.g.</p> <p>The Monkey King</p> <p>Prince Vesantra</p>	<p>The Buddhist community of the ordained and the lay people</p> <p>All members of the Sangha supporting each other</p>	<p>The Four Noble truths</p> <p>Meditation</p> <p>The search for Enlightenment</p>	<p>Buddhist understanding of being kind, compassionate, honest, generous, truthful and patient</p> <p>Teaching by example</p> <p>Buddhists respect and compassion for all living things.</p>
<p>AT2 pupils should reflect, ask their own questions and answer questions such as:</p> <p>Why do we look after each other in school?</p> <p>Which stories are important to you and why?</p> <p>In the story of the Buddha what did you find interesting and why?</p> <p>What did you find difficult to understand in the story of the Buddha? Why?</p> <p>If someone does something bad to you how do you feel? What makes you feel better?</p> <p>If you had to give up something which you would find difficult what would it be?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 2					
<p>Stories from the life of Siddhartha Gautama and how he found an answer to suffering.</p> <p>The Buddha as an enlightened human being</p> <p>The Four Noble Truths</p> <p>Introduction to the Eightfold Path</p>	<p>Festivals – Wesak and others celebrating events in the life of the Buddha</p> <p>Celebrations of important events in life</p> <p>The Dhamma</p> <p>Taking refuge in the three Treasures</p>	<p>Identifying Buddhist symbolism and meaning – wheel, lotus, Bodhi tree, mandala</p> <p>Investigating the use of the image of Buddha</p> <p>Symbolism within the life of an ordained member of the Sangha</p>	<p>How lay people are involved in the Buddhist community</p> <p>The life of a nun, monk and priest – teaching through leading by example</p> <p>The Sangha</p>	<p>Buddhist understanding of how selfishness and greed might cause suffering</p> <p>How living by the teaching of the Buddha gives meaning and purpose to life</p>	<p>What self-discipline means to a Buddhist and why it is important</p> <p>Giving generously of time, food and abilities</p> <p>Buddhist involvement in the community. Contribute positively to society</p>

AT2 – pupils should reflect, ask their own questions and answer questions such as:

What things we do as individuals may upset someone in our class?

Which person do you look up to in your life and why?

Is the symbol of Buddha a good one for Buddhism?

How might someone in our class find it difficult following the teachings of Buddhism?

What four rules do you think we should all follow together?



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 3					
<p>The Buddha as an example to his followers, with specific examples of how he lived and how Buddhists live today</p> <p>Teachings about wisdom and compassion</p> <p>The Five Moral Precepts.</p> <p>The Four Noble Truths and the</p> <p>Eightfold Path</p> <p>Karma</p> <p>The place and importance of Dhammapada</p>	<p>Learning and practising the Dhamma in everyday life.</p> <p>The cycle of life and liberation</p> <p>Festivals and daily ceremonies</p> <p>Alleviating suffering as a Buddhist through</p> <p>Giving hospitality</p> <p>Being sympathetic</p> <p>Teaching by example</p> <p>The purpose of the Sangha to work towards Enlightenment</p>	<p>The nature and purpose of meditation</p> <p>The benefits of meditation for Buddhists</p> <p>Symbols showing the teachings of The Buddha</p> <p>The differences within Buddha imagery and their significance</p> <p>Offerings of flowers, incense, lights</p>	<p>The differences and similarities between ordained and lay and their place in the Buddhist community</p> <p>How Buddhism has spread throughout the world and the Sangha in different countries.</p>	<p>Taking refuge in the three Treasures</p> <p>Working towards</p> <p>To work towards Enlightenment, to try to overcome greed, hatred and ignorance</p> <p>What Buddhists understand by Enlightenment</p>	<p>The value of Buddhist compassion and its place in karma</p> <p>The importance of having values by which to live</p> <p>The expression of values in the lives of Buddhists in the local community</p>

AT2 pupils should reflect, ask their own questions and answer questions such as:

In what ways is it difficult for someone of your age to become free from greed, hate and ignorance?

How might it be easier for a Buddhist to live in a Buddhist community rather than in society as a whole?

Does suffering in your life make you stronger? How? Why?

What qualities would you say a person described as wise would need to possess? Are these qualities shown by The Buddha?

In what ways can loneliness be a good or bad thing?



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 4					
<p>Buddha as a supreme example to follow rather than an object of worship</p> <p>Nirvana as the liberation of the soul</p> <p>The three signs of being</p> <p>Different Buddhist schools of thought as portrayed in Buddhist imagery</p>	<p>Attitudes to contemporary issues within Buddhism –</p> <p>The Environment</p> <p>Peace and Conflict</p> <p>Community Cohesion</p> <p>The work of the Sangha in helping disadvantaged communities</p>	<p>The Sangha in Buddhist and non-Buddhist countries</p> <p>The representation of Buddhism in the media –</p> <p>The Little Buddha</p> <p>Lara Croft</p> <p>Explore and explain the different forms of meditation in Theravada and Mahayana Buddhist schools</p>	<p>The growth of Buddhism in the West</p> <p>Different Buddhist groups in the West</p> <p>Living in a Buddhist community in Britain today</p>	<p>Images of the Buddha from around the world and the qualities and feelings these convey in relation to that country</p> <p>Explore and explain what Buddhists mean by the stages of enlightenment</p>	<p>The expression of values in action e.g. practical work in -</p> <p>The Environment</p> <p>Peace movement</p> <p>Community relations</p>
<p>AT2 pupils should reflect, ask their own questions and answer questions such as:-</p> <p>In what ways does not having a deity help Buddhists gain enlightenment?</p> <p>Does everyone need a role model in life or can people 'go it alone'?</p> <p>If you have never suffered can you be a Buddhist?</p> <p>Buddhists could never justify killing – discuss</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 5					
<p>The transcendental nature of the Buddha as emphasised in the Mayayana tradition</p> <p>The three marks of existence</p> <p>-annica</p> <p>-dukkha</p> <p>-anatta</p>	<p>Meditation in various forms-</p> <p>-to develop composure and attentiveness</p> <p>-to discover joy and peace</p> <p>- to learn and understand the true nature of things</p> <p>Ethical conduct through right speech, right action and right livelihood</p>	<p>Symbolism expressed by - different images of the Buddha</p> <p>- Styles of Stupa/ Temple</p> <p>Prayer wheels, flags</p>	<p>The development and spread of different traditions.</p> <p>Zen Buddhism</p> <p>Vajrayana,</p> <p>Tibetan Buddhism (links to political situation with China)</p> <p>Western forms of Buddhism</p>	<p>Bodhisattvas</p> <p>Seeking truth through</p> <p>-right understanding</p> <p>-right thought</p> <p>-right mindfulness</p> <p>-right concentration</p>	<p>Refrain from:</p> <p>- killing or harming all living beings</p> <p>-sexual misconduct</p> <p>-taking drugs or drink which could impair the clarity of the mind</p> <p>-taking what is not given</p>
<p>AT2 pupils should reflect, ask their own questions and answer questions such as:-</p> <p>Has Aung Sang Suu Kyi's faith stopped Myanmar (Burma) gaining democracy?</p>					



Progression in Hinduism

In this table Steps 1, 2, 3, 4 and 5 refer to the arranged order in which content ought to be studied. They may not correspond directly to Key Stages 1, 2, 3, 4 and 5 since this will depend on whether and how much Hinduism is taught in each key stage.

Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 1					
<p>Hindus believe in One God represented through many different names and images e.g. Krishna, Ganesha, Rama and Shiva</p> <p>Beliefs expressed in stories from the Ramayana about Rama and Krishna</p>	<p>Worship e.g Hindu shrine</p> <p>The Arti ceremony.</p> <p>Special food (Prashad)</p> <p>Festivals</p> <p>Divali, Holi, the birthdays of Rama and Krishna</p>	<p>Artefacts, statues, pictures and posters of Krishna, Rama and Shiva.</p>	<p>Love and loyalty between all members of extended family.</p>	<p>The oneness of creation</p> <p>Puzzling questions</p> <p>The qualities of heroes in stories they have read.</p>	<p>Devotion to God</p> <p>Respect for mother earth</p> <p>Respect for family including ancestors</p> <p>Respect and care for other people and all living things. e.g. sacred cows</p> <p>The importance of honesty and truthfulness</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:- Who are you named after? What does your name mean? Talk about someone you respect and what they do to make you feel special</p> <p>Find out about the similarities and difference between a Hindu family and other families.</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 2					
<p>God is worshipped in diverse forms and/or believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga. (L)</p> <p>The Bhagavad Gita Stories of some of the avatars of Vishnu. (L)</p> <p>The beliefs and values expressed through Ramnavami and Janmashtami. (U)</p>	<p>The rituals and traditions in a Hindu home. (L) Hindu birth ceremonies. (L) Hindu wedding. (L) Pilgrimage for Hindus e.g. Varanasi, Gangotri, Ayodhya. (U)</p> <p>The Mandir, puja,</p> <p>Festivals -Holi, Divali, Raksha, Bandhan. (L) Ceremonies linked with initiation and death. (U)</p>	<p>Statues/ artefacts associated with Vishnu, Lakshmi etc.(L)</p> <p>Aum, The lotus flower, the swastika(mark of good fortune) The colour saffron</p> <p>'Avatar' with reference to Rama and Krishna. (L)</p> <p>The purpose and function of important objects, and symbols in Hindu worship. (L)</p>	<p>How people have different roles in their lives. (L)</p> <p>The importance of family life – especially the role of grandparents in the family. (L)</p> <p>How religion is transmitted in the home. (L) Hindus in UK and across the world</p>	<p>Beliefs about the nature of good and evil and what the story of Rama may contribute to people's understanding of this. (L) Hindu understanding of 'soul' (U) Hindus views associated with growing up and death. (U)</p> <p>Reincarnation and karma</p>	<p>Devotion to God respect for all living things, vegetarianism.</p> <p>The importance of honesty and truthfulness</p> <p>Ahimsa (non-violence) (U)</p>

AT2 pupils should reflect, ask their own questions and suggest answers to questions such as: - what/who are you committed to? Identify the importance of turning points or special times in their own lives. Discuss what is meant by 'values' and what values they regard as important. (L) Talk about the heroes and heroines in their own lives, and the qualities they admire in them. (L) How do you use all your senses? Would sounds help you to understand God? (L) Can you identify an event in your life which has affected your life in a good or bad way? What might happen to your lifestyle if you followed the Hindu views about respecting all creatures? Would a Hindu fight in a war? Do you agree with their stance? (U) Suggest reasons why many peoples mark special occasions with rituals and compare with a Hindu rite of passage. Talk about recent events in the world which could be placed under the headings of 'good' and 'evil'. (U) Identify reasons why some people think life is a pilgrimage. (U) Relate the Ashramas to their own experience of growing up and to other people at different stages in life.



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 3					
<p>God is worshipped in different forms and/or is believed to be formless. Some forms include Vishnu, Krishna, Rama, Lakshmi, Shiva, Ganesha, Kali, Durga. (L)</p> <p>Core beliefs- atman, seva, karma, three gunas, dharma, samsara, moksha, Brahman.</p> <p>Beliefs about the universe. (L)</p> <p>The Puranas (the childhood of Krishna)</p> <p>Stories with a moral (the Panchatan)</p>	<p>Personal worship- yoga, meditation, mantra. Public worship, hymns, songs offerings</p> <p>The importance of festivals for the Hindu community, and the stories and traditions which are associated with them, Holi, Vavarati, Shivaratri. (L)</p> <p>Pilgrimage sites for Hindus, Varanasi, Gangatri, Vrindavan. (U)</p> <p>Ways in which Hindu scriptures are used for personal and public devotion. (U)</p>	<p>Symbols and their meanings associated with the different deities. (L)</p> <p>The Mandir the nature and function in Great Britain and in India. (L)</p> <p>The use of light</p> <p>The gunas</p>	<p>How are various stages of life marked (L) The importance of Ashramas in a Hindu's personal, family and community life. (L)</p> <p>Community life e.g the four principal divisions (Varna) caste and community</p> <p>The world as one family</p>	<p>Beliefs expressed through funeral rituals</p> <p>Beliefs about creation expressed through Vedic account of creation</p> <p>Atman</p> <p>Moksha</p>	<p>Service to God and other people</p> <p>Duties and roles within the family</p> <p>Respect for all</p> <p>Seva</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:-Identify 5 important changes in your own life Talk about their beliefs e.g. about the soul, duty, and life after death, and compare to Hindu beliefs. (L) Discuss reasons for vegetarianism among your friends and compare these to the reasons a Hindu might give. (U) Is it important to mark key events with a ceremony? What do you believe about life after death? Compare them with the Hindu belief in reincarnation Explore the ways in which Mahatma Gandhi developed 'Ahimsa' and self-discipline, both in South Africa and India. (U) Discuss the idea of Karma and the effect on future lives. (U) Suggest whether there are 'divisions' or 'groupings' in our own society and if so, the nature of these groups. (U) Suggest how Hindu funeral rites may help people come to terms with death. (U) Give reasons why Hindus believe it is important to keep promises, or carry through a decision. (U) Compare ideas about self-discipline and talk about forms of self-discipline in Hindu life. (U) Consider the value of Hindu teachings to questions related to age and gender. (U) Is light important to you? Why is light used in rituals in many religions What is the difference between a pilgrimage and a holiday? Relate the concept of life as a pilgrimage, or journey, to their own understanding of life. (U) Discuss why yoga and meditation have become popular in the West. (U)</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 4					
<p>Beliefs about Brahman -as an impersonal absolute and in various forms</p> <p>Brahma as a particular chosen deity for self, family and community</p> <p>The "Revealed" scriptures (Shrutri) such as Vedas and Upanishads</p> <p>"Remembered" scriptures (Smiriti) such as Bhagavad Gita and Manusmriti</p>	<p>Worship- the role of divine images yoga, meditation and mantra</p> <p>Arti, bhajan, kirtan, pravachan, havan yajna</p> <p>The three marg (ways to salvation)</p> <p>Reasons for pilgrimage- fulfilment vow, birth of a child, atonement, tradition.</p>	<p>Symbols</p> <p>Pilgrimage- why places are sacred</p> <p>Locations associated with the supreme being and saints</p> <p>Expressing values through dance and drama</p>	<p>Roles within family defined by gender and age</p>	<p>The four aims of life and what they mean and how they are translated into daily life - Dhamma</p> <p>-Artha</p> <p>-Kama</p> <p>-Moksha</p> <p>What Hindus mean by self-knowledge.</p>	<p>Developing humility</p> <p>Righteous conduct expressed within community</p> <p>Hinduism as the foundation of many religious and reformist movements</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:- Do you think stillness is a valuable experience in today's world? Give your opinion on repeating something over and over again. Compare football chants with religious chants (repetitive prayers). Consider what can be learnt from Hindu attitudes to materialism. Consider the value of traditional epics and sagas for community identity. Discuss the nature of truth to Hindus</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 5					
<p>Scriptures The six systems of Hindu philosophy (Darshan Shastras)</p> <p>The relationship between Vedic knowledge and modern medicine, science, mathematics</p>	<p>Personal and corporate worship and religious practices meditation, pranayam, japa</p> <p>karma-yoga</p> <p>jnana-yoga</p> <p>Bhakti-yoga</p> <p>raja-yoga</p>	<p>Hindu values expressed in dance, drama, music, literature, visual arts</p>	<p>Unity in diversity -systems of philosophy dealing with God, soul, nature, non-dual (advaita) and dual (dvaita) beliefs; the three ways to salvation (marg) the three gunas – goodness (Sattva) passion (Rajas) ignorance (Tamas) which permeate and control matter, maya</p>	<p>The nature of time e.g. traditional views relating to the four ages (Yugas)</p> <p>The cyclical nature of the four ages.</p> <p>The main characteristics of Kali yuga (the nature of the present age).</p> <p>Recognition of truth in all religions</p>	<p>The expression of values in personal and social life e.g. the importance of non-material values in life Non-violence (ahimsa) in practice, the importance of renunciation self-discipline and spiritual development Scriptural teaching applied to contemporary issues.</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:-Why do you think many people who are not Hindu practice meditation/ yoga? Is Hinduism a source of unity in India? How did Gandhi use his faith to bring change to India? Do you agree with his approach? Give reasons for your views</p>					



Progression in Sikhism

Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 1					
<p>Beliefs about God, belief in one God, creator of all things</p> <p>Guru Granth Sahib the holy book of the Sikhs .</p> <p>Guru Nanak as founder of Sikhism,</p> <p>Stories which tell about his teaching</p>	<p>The Gurdwara e.g. the place that houses the Guru Granth Sahib.</p> <p>Where Sikhs worship God. Where Sikhs share a meal together. The Langar</p> <p>Holy Days e.g. Birthday of Guru Nanak Festival of Baisakhi Ceremonies e.g. Naming , Marriage</p>	<p>Worship, reading the Guru Granth Sahib.</p> <p>The Gurdwara – housing the Guru Granth Sahib.</p> <p>Pictures of the Gurus</p> <p>Music and ritual dancing.</p>	<p>Believing the same thing.</p> <p>People with a special role e.g. the Granthi – reader of the Guru Granth Sahib.</p> <p>Serving in the Langar</p>	<p>God as creator – his teachings as a guide for life.</p>	<p>The expression of values in everyday life - helping other people working honestly - sharing with others - treating everyone equally</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:-Why is it important to be kind and honest to others? Why is sharing food important? Why should we treat people equally? Why is it important to have a special place for the Guru Granth Sahib? (Link to other holy books)</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 2					
<p>Beliefs about God, one God, the supreme reality, creator of all things</p> <p>Sikh teaching expressed in the lives of the Gurus e.g. Guru Nanak – the first Guru</p> <p>Guru Arjan – the first martyr.</p> <p>The Guru Granth Sahib- as outlining the principles and practices of Sikhism; its guidance treated as a living Guru.</p>	<p>The symbols of Sikhism worn by the Sikhs (the 5Ks) e.g. uncut hair (kesh) comb worn in hair (kanga) steel band on right wrist (kara) traditional clothing (kachera) sword (kirpan)</p> <p>Holy Days e.g. linked to the lives of the Gurus (Gurpurbs).</p>	<p>The 5Ks. Symbols e.g. IK Onkar (there is 1 God) – on the beginning of each major composition in the scriptures.</p> <p>Khanda – the Sikh symbol</p>	<p>The 5Ks as a means of identity and a symbol of belonging.</p>	<p>Exploring the concept of giving to charity.</p>	<p>The expression of values in everyday life - earning by honest means</p> <p>-sharing</p> <p>-service to all human beings</p> <p>-meditation based on the scriptures.</p> <p>-equality.</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:- Design/draw a symbol for your family. Why have you chosen the images you have? Why is it important for a Sikh to help those in need/give to charity?</p> <p>Response to a guided story. Why is being quiet/still important? (Link to worship, Buddhism)</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 3					
<p>The Guru Granth Sahib, treated as a living Guru, as outlining the principles and practices of Sikhism, its guidance for Sikhs.</p> <p>Teachings of the Mool Mantar - belief in one God, the supreme truth, the ultimate reality, the creator of all things.</p>	<p>Ceremonies at the Gurdwara - naming, turban tying;</p> <p>Amrit ceremony, marriage, death.</p> <p>Worship at the Gurdwara – morning and evening prayers opening hymn.</p> <p>The purposes of the Gurdwara for worship and the community,</p>	<p>Prayers and hymns.</p> <p>Pictures of Gurus, decoration of Gurdwara</p>	<p>Significant people at the Gurdwara</p> <p>The Granthi who reads the Guru Granth SahibMusicians and singers</p> <p>The concept of equality and the oneness of humanity.</p>	<p>God as the supreme truth, ultimate reality and creator of all things.</p>	<p>The expression of values in action</p> <p>The acceptance of God's will</p> <p>The equality of gender</p> <p>Living in accordance with the Guru's teachings</p> <p>Belief in peace and justice</p> <p>Tolerance and service to others.</p>
<p>AT2 pupils should reflect ask their own questions and suggest answers to questions such as:-What values do you live by? Why are these important? (Link to Gurus' teachings) Why might the turban tying ceremony be important?</p> <p>How does a sense of community bind people together?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 4					
<p>Beliefs about God. God described as gender-free, One, Truth, Creator, without fear, without enmity, beyond time, not incarnated, self-existent.</p> <p>Gurbani – the teaching of the Gurus-equality, religious tolerance, service to the sick, human rights, peace and conflict, racism</p> <p>Beliefs about life and death-reincarnation and liberation from samsara</p>	<p>Worship-the morning and evening prayers, Japji & Rehras Sahib, special status given to the opening hymn; prayers at the Gurdwara or at home, led by men or women</p> <p>Akand Path to celebrate special events</p> <p>Meditation - Nam Japo, Nam Simran</p>	<p>Langar as an expression of equality</p> <p>Sewa – service to God and humanity e.g. dhan, man, tan</p> <p>Gatka - Self discipline and the fight for justice</p> <p>Pilgrimage to Golden Temple to express spiritual devotion</p>	<p>Membership of The Khalsa-founded by Guru Gobind Singh</p> <p>Different Sikh groups e.g Namdharis</p>	<p>The purpose of life to achieve mukti and liberation from samsara</p> <p>Following God's will as revealed by the Gurus and scriptures e.g hukam</p> <p>The link between sacred and secular – remembering God, Nam Japo must be shown through honest work, Kirat karna and serving others Vand Chhakna)</p>	<p>The expression of values in action Sikh values related to: personal relationships, the family – the importance of married life, the environment.</p> <p>Interfaith dialogue Abstaining from the use of tobacco, alcohol, harmful drugs, and meat that has been ritually slaughtered</p> <p>Following the practices found in the Rahit Maryada – the Sikh guide to life</p>
<p>AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:-How can interfaith dialogue and religious tolerance resolve conflicts within society? How are Sikh attitudes about women ahead of their time?</p> <p>How might the five Ks provide a challenge for a Sikh living in the UK?</p>					



Beliefs, teachings and sources AT1	Practices and ways of Life AT1	Expressing meaning AT1	Identity, diversity & belonging AT1	Meaning, purpose & truth AT1	Values & commitments AT1
STEP 5					
Attributes of God - transcendence (sargun), immanence (nirgun), grace, benevolence Oneness of God, as taught in the scriptures and by the Gurus	The Sikh community - the organisation of Gurdwaras; the relationships between Gurdwaras in Great Britain and throughout the world Sikh practice - following the practices in the Rahit Maryada – the Sikh guide to life	Observing Gurpurb and Melas e.g. Hola Mohalla, Baisakhi, Diwali Selfless service (sewa) e.g. Khalsa Aid Selfless sacrifice e.g. martyrdom of Guru Arjan and Guru Tegh Bahadur	Differing views e.g. on the continuing line of Gurus, on the Rahit Code, on the importance of caste. The desire for a separate Sikh state e.g. Khalistan and the importance of Sant Jarnail Singh Bhindranwale	Achieving mukti by being God-centred (gurmukh), not self-centred (manmukh) Practising the 3 virtues Daya, Nimrata, Prem	The expression of values in action e.g. living according to God's will, overcoming lust, anger, greed, overcoming attachment to materialism, developing compassion, duty, truthfulness, developing contentment and fortitude.

AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:-How might the proposal for a separate Sikh state link to a sense of identity or create tension within the religious community, rather than promote tolerance? (Relate to Israel/Palestine conflict)

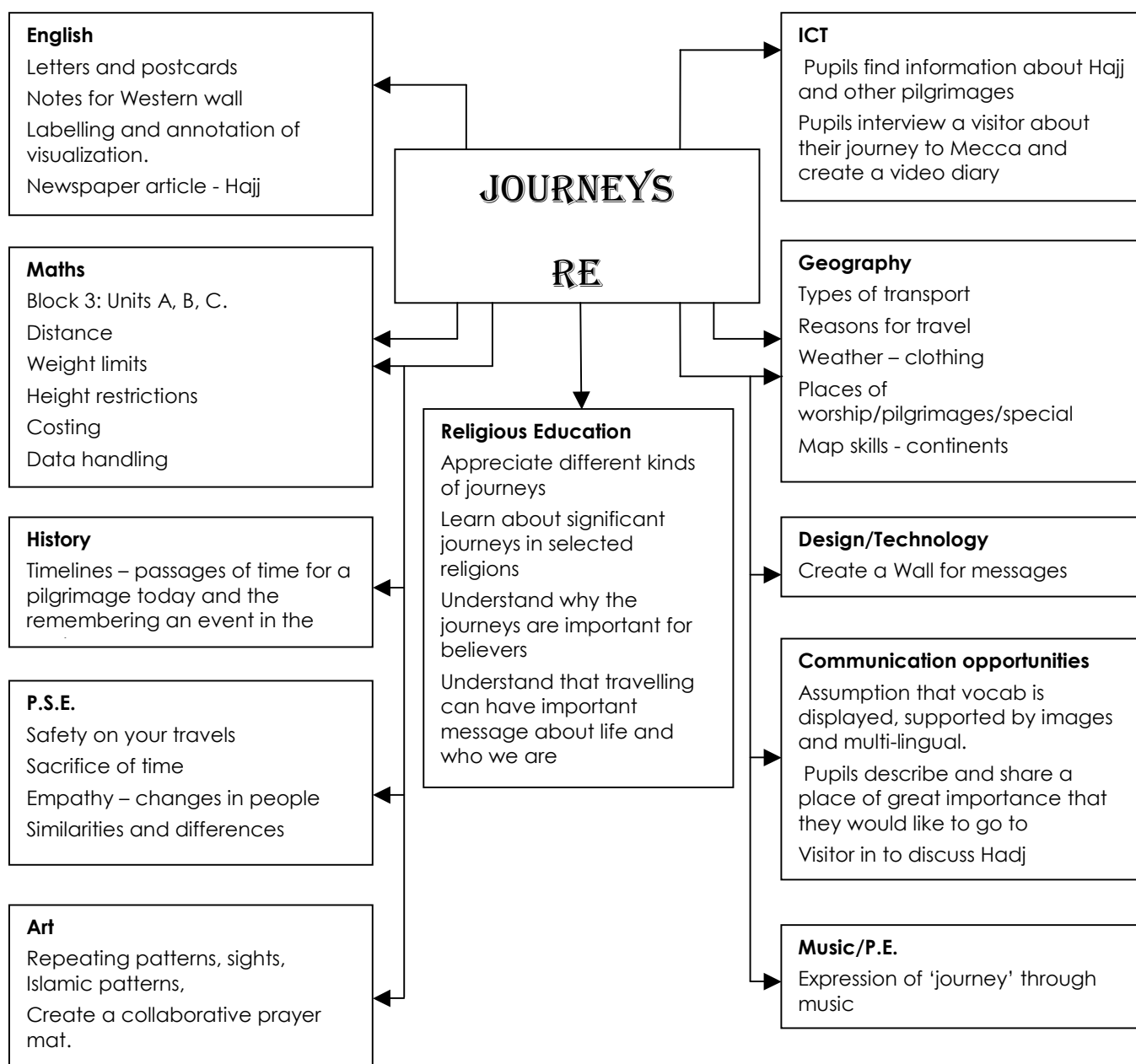
Are Sikh beliefs lived out in reality? (Do caste-like systems still operate? Link to Hindu beliefs.)

How is the development of compassion, duty and truthfulness. beneficial for greater spirituality?



Topic plans

KS2 Year 3 / 4 Journeys



Key Questions /RE Concepts	Learning Objectives	How do we know if we have been successful?	Homework
(Plus concepts from other subjects where appropriate)		(With reference to RE Levels)	
<p>Why do people make pilgrimages?</p> <p>Are all pilgrimages the same?</p> <p>How does a special journey make you feel?</p>	<p>To understand the similarities and differences between pilgrimages of different faiths.</p> <p>To understand spiritual significance of a pilgrimage.</p>	<p>ALL AT1 Level 2 Begin to show awareness of similarities in religions.</p> <p>Level 2 Pupils ask and respond sensitively to questions about their own and others experiences and feelings.</p> <p>MOST AT1 Level 3 Begin to identify the impact religion has on believers' lives.</p> <p>SOME AT 2 Level 3 Make links between their own and others experiences.</p>	<p>Discuss a special journey someone at home has been on.</p>
What are we going to learn?	Personal Learning and Thinking Skills	Resources	Differentiation of activities and resources
<p>Understand how people might feel during and after a pilgrimage.</p>	<p>Collaborate on a performance</p> <p>Empathise with the experience of a pilgrim</p>	<p>On a carousel set up a music table (including different instruments) An art table (including examples of different shapes, lines and colours) Drama table (including photos demonstrating body shapes and expressions)</p> <p>Key vocabulary cards</p> <p>Post Its</p> <p>Paper for mind maps.</p>	<p>Main activity: mixed ability pairs.</p> <p>Plenary: Level of questioning</p>



How are we going to learn it?		
Starter	Main tasks	Plenary
<p>Mind map what children remember from the various stories, visitors and videos about pilgrimages undertaken from last lesson. Set up mind maps for each religion around the classroom.</p> <p>Children to note down what they remember about pilgrimages on Post Its and stick on religion they think most appropriate.</p>	<p>Invite 3 children from year 6 to act as teachers in role of pilgrims (1 from each religion previously covered).</p> <p>Children think-Pair-Share to generate questions about pilgrimages, to ask each pilgrim, to identify their faith.</p> <p>Hot seat activity to establish what faith each 'pilgrim' represents. Display key questions for children to answer to consolidate learning needed for this session. Why do people make pilgrimages? Are all pilgrimages the same?</p> <p>On a carousel set up a music table (including different instruments) An art table (including examples of different shapes, lines and colours) Drama table (including photos demonstrating body shapes and expressions)</p> <p>Sorting activity: Children rotate round the carousel sorting objects into feeling boxes.</p> <p>Children return to the carpet. Display feelings vocabulary such as angry, tired, lonely, excited, happy, proud, pain etc. Display these words.</p> <p>Invite children to select an item from the carousel tables to express this feeling.</p> <p>Mixed ability pairs to select a carousel to return to. Discuss then create an interpretation of a journey that includes struggle using available resources with a beginning, middle and end. Each part must reflect one vocabulary word.</p>	<p>Ask pairs to share their interpretations with the class for peer evaluation.</p> <p>Children should use vocabulary provided to explain the emotional journey the pair are displaying.</p> <p>Key questions:</p> <p>How do you feel at the end of your journey?</p> <p>What spiritual impact does a pilgrimage have on the life of a person of faith?</p>



Lesson: How does having a religious belief affect a believers understanding of creation?			
Key Questions /RE Concepts	Learning Objectives	Assessment Strategies/Attainment Targets	Homework
<p>Key Questions: How does having a religious belief affect a believers understanding of creation?</p> <p>RE Concepts: 1.1 b. Understanding and responding critically to beliefs and attitudes.</p> <p>1.2b. Understanding that religious practices are diverse, change over time and are influenced by cultures.</p> <p>1.5 a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.</p>	<p>To be able to understand the variety of religious teaching on creation and their importance in modern day society</p> <p>To be able to work effectively in a team so you can achieve the learning objective.</p>	<p>AT1 (Learning about religion) level 6– Explain how religious sources are used to provide answers to ultimate questions</p> <p>AT2 (Learning from religion) level 6 – Express insights into others' views on questions of meaning and truth</p> <p>Written assignment/role play/presentation,</p> <p>Debate/philosophical enquiry (P4C)</p> <p>Feedback on debate/P4C.</p>	<p>Students could examine another creation belief from a different religious tradition. What are the similarities and differences between the traditions?</p>



What are we going to learn?	How do we know if we have been successful?	Differentiated Resources	Differentiation of activities
<p>What the Bible teaches about creation and how that is interpreted by Christians today</p> <p>To be able to evaluate how having a religious belief influences how people think about creation.</p>	<p>All: Students can describe what a religious tradition teaches about creation.</p> <p>Most: Students will be able to interpret sources and arguments about creation, recognizing that they are used in different ways by different traditions</p> <p>Some: Students will be able to critically evaluate the impact of creation beliefs on differing communities and societies.</p>	<p>Agree/strongly agree/disagree/strongly disagree-card sorts</p> <p>Genesis stories 1:1-2:4 first account</p> <p>2:4b-25 second account</p> <p>Creation term cards</p> <p>Sticky notes</p> <p>Sugar paper</p> <p>Supporting information sources on religious tradition beliefs about creation for pupils to analyze.</p>	<p><u>Less able pupils:</u> what does Christianity teach us about how humans were made? The statement they actually discuss could be "Humans are the most important creatures on the planet"</p> <p><u>Middle ability pupils...</u>what differences and similarities exist between religious traditions about the issue of creation? –"All Christians believe the Bible should be taken literally"</p> <p><u>High ability pupils...</u>how does having a religious belief place a sacred value on humanity?- "Christianity's teaching on creation helps us to value all".</p>



How are we going to learn?

Starter	Main tasks	Plenary
<p>Students take two cards at random from a pack and have to construct a sentence which includes the words and makes sense, these cards are all terms based on intelligent design. / first cause argument This will help to check prior learning and sort out any misconceptions.</p>	<p>Students read the Genesis stories in groups, with a selection of different tasks e.g. to analyze how the Genesis stories might have similarities to the scientific approaches to creation, to investigate possible mythical interpretations of the story, to evaluate literal interpretations of the story...(supporting information detailing different religious traditions beliefs about creation should be provided) genesis</p> <p>The groups then feedback their findings to the rest of the class, pupils can write down any questions they have about the groups findings, on a sticky note, which they can attach to the board.</p> <p>When each group has finished delivering their presentation, the presenting group can pick one question from the board that they want to answer.</p> <p>Students are then spit into ability groupings and have to work together to answer the following questions e.g. how do the creation stories help Christians to understand God/ their responsibility for the environment/ the sanctity of life ...pupils can again be provided with sources to help them interpret.(For this next activity see differentiated resources)</p> <p>Students in their groups present their thoughts to the rest of the class, who at the end of each presentation hold up a card, which says agree/strongly agree/disagree/strongly disagree-the card holding pupils can then be asked to explain their reasons.</p>	<p>Which groups were most persuasive?</p> <p>Recognize the different religious interpretations of the creation story; understand the terms mythical and literal.</p> <p>Christian beliefs emphasize the concept that all human life is sacred and how that influences our attitude to humanity.</p>



Christmas Y1

Key Questions /RE Concepts	Learning Objectives	How do we know if we have been successful?	Homework
Beliefs, teachings and sources Practices and Ways of life	AT1: Level 1 - Recall religious stories AT2: Level 1 pupils talk about what they find interesting or puzzling...and what is of value to themselves (WALT) To make a card that reflects the Christian meaning of Christmas	ALL will be able to recall three or four key parts of the Christmas story MOST will be able to recall the Christmas story and recognise that it is a Christian festival. They will ask questions about what they find puzzling SOME will also be able to identify that it is a significant part of the Christian calendar and that it is found in the New Testament.	Be part of brain builders home
What are we going to learn?	Cross curricular Elements	Resources	Differentiation of activities and resources
To discover the origins of Christmas	Design and Technology Art	Coloured card, colouring equipment Christmas cards Templates of key figures to draw round/trace	Templates of key figures Differentiation by outcome, simple designs with Christian meaning, more complex pictures for higher ability



How are we going to learn it?

Starter	Main tasks	Plenary
<p>Show pupils Christmas cards which illustrate a star,/ Mary/, infant Jesus/ wise men etc</p> <p>Ask pupils if they know what links them all?</p> <p>Ask the children what the Nativity is?</p> <p>Have the children been involved in a nativity play at school, what part did they play etc.</p> <p>Which religion celebrates Christmas?</p> <p>What is it the celebration of?</p>	<p>Read simple version of nativity story to pupils. Explain where the full account can be found. Organise a group of pupils to act out story for the rest of the class Follow up questions to check and reinforce learning</p> <p>What was the story about...the true meaning of Christmas...the first Christmas...what made it special, who came, what was unusual about it...who was born? Allow pupils to ask their own questions (AT2)</p> <p>What do they do at Christmas time...think of all the traditions, discuss,</p> <p>Then discuss sending cards. Why do we send them? Do they reflect the meaning of Christmas?</p> <p>Show a sample of cards, ask pupils in pairs to try and sort into those that are Christmassy and those that reflect the Christian meaning of Christmas.</p> <p>Discuss what makes up the nativity: angels, stars, Shepherds, Mary, Joseph, Jesus, manger etc</p> <p>Ask the children to incorporate these ideas into a card to reflect the Christian meaning of Christmas?</p>	<p>Display cards to whole group</p> <p>Identify features which link back to story.</p> <p>Are any important characters missing?</p>



Christmas Y2

Key Questions /RE Concepts	Learning Objectives	How do we know if we have been successful?	Homework
Beliefs, teachings and sources Expressing meaning	AT1 Level 2 Pupils retell religious stories and suggest meanings for religious actions and symbols AT 2: Level 2 Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings.	ALL will be able to identify that angels are in the Christmas story MOST will be able to identify that angels are messengers from God SOME will be able to identify that angels gave messages to characters within the Christmas story and reflect on how they can be messengers	Find a picture of the angel coming to Mary/ the shepherds. Stick in book
What are we going to learn?	Cross curricular subjects /links	Resources	Differentiation of activities and resources
What is the role of angels in the Christmas story	Art and Craft SEAL: New beginnings/ empathy with characters, thoughts and feelings	Scissors, craft material, colouring equipment Images of angels from paintings, cards etc	Children's decoration, use of words and intricate patterns will reflect ability



How are we going to learn it?

Starter	Main tasks	Plenary
<p>Look at a picture of an angel.</p> <p>Discuss what time of year it is...recap on work in year 1</p> <p>Refer to school Nativity play</p> <p>Can pupils remember where angels featured in the Christmas story</p>	<p>Read/remind pupils of the Nativity story. Discuss when and why it is celebrated. Recap on beginning of story, who was the messenger that came to Mary and told her she was to have a baby? Read simple version of story of angel coming to the shepherds and to Zechariah</p> <p>Share knowledge of what angels might be or look like,</p> <p>Look at other paintings of annunciation...what do angels do in images and why did Angel Gabriel come to Mary, Zechariah and the shepherds?</p> <p>Ask pupils - What do angels do? Use answers to make list of key words e.g.-message/ messenger/ sent by God/powerful / bring good news etc for pupils to refer to</p> <p>Share with children how to work in study buddies to make angel.</p> <p>Make using either hand or feet prints or else draw around foot and hands... Ask pupils to write some of the answers and key words in shapes. Make and decorate intricately.</p> <p>How can pupils be good messengers?</p> <p>How can pupils use their hands and feet to help others? Record answers on board</p>	<p>Display angels in classroom</p> <p>Check understanding of the role of angels in the Christmas story</p> <p>Which angels on display reflect this most clearly?</p>



Christmas Y3

Key Questions /RE Concepts	Learning Objectives	How do we know if we have been successful?	Homework
(Plus concepts from other subjects where appropriate)		(With reference to RE Levels)	
Beliefs Teachings and sources Expressing Meaning	<p>AT1: Level 3: They make links between beliefs and sources, including religious stories.</p> <p>AT2: Level: 3 They ask important questions about religion and beliefs, making links between their own and others' responses.</p> <p>Maths: Recognising and constructing a cube</p> <p>(Use of cube faces 3d)</p> <p>Use maths attainment targets if this is your primary aim.</p>	<p>ALL will be able to recognise some of the characters and symbols of the Christmas story</p> <p>MOST will be able to identify Christmas characters and symbols and link their meanings to the Christmas story</p> <p>SOME will be able to recognise Christmas symbols, their meaning and be able to link them to various forms of religious expression. They will also ask questions about their own responses</p>	<p>Find out how Christmas is celebrated in another country.</p> <p>Is it always celebrated on 25th December?</p>
What are we going to learn?	Cross curricular links	Resources	Differentiation of activities and resources
Recall the symbolism and meaning of Christmas	<p>DT (Making of the cube)</p> <p>Numeracy</p>	<p>A4 Card</p> <p>Model or image of crib</p> <p>Template of a cube</p> <p>(If links with Numeracy lesson, let children make themselves, if Maths objective not necessary, give children a photo copy)</p>	SEN: given cube as a template, not expected to draw themselves.



How are we going to learn it?		
Starter	Main tasks	Plenary
<p>Look at picture or model of crib</p> <p>Remind pupils of Christmas, what is it, who celebrates it and what do they celebrate?</p> <p>Christmas is a Christian festival that is celebrated on the 25th December; it celebrates the birth of Jesus.</p> <p>Distinguish between festivities and Christian celebration.</p>	<p>Show memory cube:- explain this is what pupils will be making to show true meaning of Christmas</p> <p>Ask what Christmas means to them and then discuss the Christian meaning of the celebration.</p> <p>Run through "True meaning of Christmas" from woodlands website, go through meaning of each and the related meaning.</p> <p>Or look at key figures from crib scene / image & ask pupils to recall what part each played in story.</p> <p>Why do all religions have festivals? What do you celebrate and why?</p> <p>Get children to work in pairs and record item and meaning...then choose six to record on cube. Make and measure a cube, make a face 5 cm square.</p> <p>Children to measure own and record and build memory cubes.</p>	<p>Share and show cubes.</p> <p>Which have the most clear links to the Christmas story</p>



Christmas Y4

Key Questions /RE Concepts	Learning Objectives	How do we know if we have been successful?	Homework
Beliefs teachings and sources Expressing Meaning	AT1: Level 3: They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression AT2: Level 3 They make links between values and commitments, and their own attitudes and behaviour.	ALL will be able to recognise Christmas customs and link them to the Nativity story MOST will also be able to identify with characters in the Nativity and link to the customs of today SOME Will be able to use a developing religious vocabulary to show their understanding of the story and link it to a variety of customs. They will be able to identify their own responses to symbols etc	What other religious festivals from other faiths use light? What is the link between Father Christmas and St Nicholas?
What are we going to learn?	Cross curricular links/subjects	Resources	Differentiation of activities and resources
How Christmas customs reflect Christian beliefs about Christmas	History Drama (speaking and listening) SEAL (new beginnings) Literacy	A4 paper/colouring equipment Space needed for drama work	SEN: pre printed pictures of the nativity scene, children to add thought and feeling bubbles.



How are we going to learn it?

Starter	Main tasks	Plenary
<p>Show and light an advent wreath</p> <p>Ask pupils if they know what it represents</p> <p>Give clues to encourage them to work out meaning for themselves</p>	<p>Ask children to identify other ways light features in Christmas celebrations,- on trees, houses, shops etc Explore the symbolism of light. Why is Jesus described as 'the light of the world'?</p> <p>Read Nativity story from the gospel of Luke - discuss</p> <p>Move on to a discussion about the origin of Christmas customs – the crib- (St Francis of Assisi) sending cards, Christmas tree (St Boniface /Prince Albert)</p> <p>What beliefs are reflected by these customs?</p> <p>Explore thoughts and feelings of characters during the Nativity. Think about the stable what it must have been like to have a baby in there, or have to sleep in the stable. Drama: freeze frame, think and share ideas as a class and record vocabulary.</p> <p>Ask children to write, in first person, an account of being in the stable.</p> <p>Why might thinking about this encourage Christians to help the poor, particularly at Christmas?</p>	<p>How do Christmas customs help Christians to think about the true meaning of Christmas?</p> <p>Which custom do you think is most helpful?</p> <p>Share written work</p>



Christmas Y5

Key Questions /RE Concepts	Learning Objectives	How do we know if we have been successful?	Homework
<p>Beliefs Teaching and Sources</p> <p>Expressing Meaning</p> <p>Art: detailed observational drawing, appropriate use of art materials/tools</p>	<p>AT1 Level 4: pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>AT2 level 4 Pupils raise, and suggest answers to, questions of ...belonging, meaning, purpose, truth, values and commitments.</p>	<p>ALL will be able to observe and draw a poinsettia and link it to the Christmas story</p> <p>MOST will be able to draw a poinsettia plant, with some accuracy and be able to recall the miracle of the flower</p> <p>SOME will also be able to express how beauty in nature inspires belief in God</p>	<p>Observational drawing</p> <p>Research the origins of poinsettia plants</p>
What are we going to learn?	Cross curricular links/subjects	Resources	Differentiation of activities and resources
That some events cause awe and wonder and can be related to the Christmas story	Art	<p>Poinsettia plants for each table and smart board of images</p> <p>Art resources</p>	<p>Differentiation by outcome, children will work in their own style and may only draw a section of the plant or the whole thing.</p> <p>Differentiation by skill and detail.</p>



How are we going to learn it?

Starter	Main tasks	Plenary
<p>Show the children a Poinsettia plant; do they know what it is?</p> <p>What does it remind them of (shape is star like) When might it be given as a gift? What time of year etc</p> <p>Discuss the time of year, Christmas, what do Christians do?</p> <p>How do Christians celebrate?</p>	<p>Do the children in the class celebrate in different ways (or not at all)</p> <p>Do they still receive gifts?</p> <p>Talk about the gift of a poinsettia</p> <p>Discuss Mexican legend, the gift, miracle, think about the thoughts and feelings of the child. Children to complete observational drawings and then to write about the significance of the plant/legend at Christmas time</p> <p>Look at magnified pictures of snowflakes, draw. What do pupils find interesting, surprising about them? What questions do they have?</p> <p>Ask pupils if they think that beauty in nature helps people to believe in God? Why?</p> <p>Explore and discuss. Introduce words like awe/wonder/mystery etc</p>	<p>Share children's work</p> <p>Make a beautiful display</p>



Christmas Y6

Key Questions / Concepts	Learning Objectives	How do we know if we have been successful?	Homework
Beliefs, Teachings and Sources Expressing Meaning	AT1 Level 4/5: pupils use increasing religious vocabulary...They suggest meanings for a range of forms of religious expression... Level 4/5: They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.	ALL will be able to describe the picture, recording what they see and some emotions of characters within it/their feelings about it MOST will also begin to understand why the artist has portrayed them like this and link it back to the gospel text SOME will be able to recall the characters feelings and say why the artist painted them in that manner and what they find inspiring/ challenging about story/painting	Find the names of the galleries in London, Paris, Florence and New York where these paintings can be seen. G&T find a modern artists view of the Annunciation.
What are we going to learn?	Cross curricular links/subjects	Resources	Differentiation of activities and resources
How religious stories have inspired artists for hundreds of years .To appreciate different perspectives on the same event	ART Many of these famous paintings are hung in London, Paris, Florence and New York and that the paintings are so significant to some people that they travel many hundreds of miles to see them.	Use The Annunciation smart board with Rossetti, Da Vinci, Grunewald, Botticelli (or any chosen artist who has painted The Annunciation...there are many) or power point with paintings Enough copies of the paintings per table Bible Post it notes	Differentiation by outcome, this activity is very open ended and suits all abilities. See extension task below for G&T



How are we going to learn it?

Starter	Main tasks	Plenary
<p>Show painting of the Annunciation.</p> <p>Discuss the Annunciation (the point in the Nativity where Mary is told she is to have a baby)</p> <p>What is it? Who is involved? Why it is important?</p> <p>When is it celebrated?</p> <p>Discuss what the word means.</p>	<p>Read the story of the Annunciation This is only found in Luke 1:26-38</p> <p>Explain that the Annunciation is a very significant part of the Christmas story and that it has been portrayed by many famous artists.</p> <p>Children to discuss thoughts and feelings of Mary in one picture, (do as whole class, to help them if this is an unfamiliar task) Explain that there are no wrong answers, it is a personal response/point of view</p> <p>Children to look at the pictures and try and describe the mood, feeling of character and what the painter may be describing to the person observing the painting. Write observations /questions on post-its. Compare responses</p> <p>Children write poem/ comment about their chosen painting, thinking how these paintings help Christians to understand significance of the story.</p>	<p>Share children's ideas and their appreciations.</p> <p>Extension task:</p> <p>Why was Mary brave to agree to the angel's request? Do any of the paintings indicate this quality?</p>

