

Individual Decision

The attached report will be taken as
Individual Portfolio Member Decision on:

Monday, 2nd July, 2012

Ref:	Title	Portfolio Member(s)	Page No.
ID2466	West Berkshire Standing Advisory Council on Religious Education	Councillor Irene Neill	1 - 146



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Individual Executive Member Decision

Title of Report:	Revised Locally Agreed Syllabus for Religious Education 2012
Report to be considered by:	Individual Executive Member Decision
Date on which Decision is to be taken:	02 July 2012
Forward Plan Ref:	ID2466

Purpose of Report: To seek approval for the revised Locally Agreed Syllabus for Religious Education to take effect from September 2012.

Recommended Action: That the syllabus is approved

Reason for decision to be taken: Statutory requirement

Other options considered: None

Key background documentation: Non-Statutory Guidance for RE (attached)

Portfolio Member Details	
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Implications

Policy: Syllabus compiled in accordance with relevant legislation
Financial: None
Personnel: None
Legal/Procurement: None
Environmental: None
Property: None
Risk Management: None
Equalities Impact Assessment: None

Consultation Responses

Members:

Leader of Council: Graham Jones
Overview & Scrutiny Management Commission Chairman: Brian Bedwell
Ward Members: n/a
Opposition Spokesperson: Alan Macro
Local Stakeholders: SACRE
Officers Consulted: Head of Education
Trade Union: n/a

Is this item subject to call-in?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
If not subject to call-in please put a cross in the appropriate box:		
The item is due to be referred to Council for final approval		<input type="checkbox"/>
Delays in implementation could have serious financial implications for the Council		<input type="checkbox"/>
Delays in implementation could compromise the Council's position		<input checked="" type="checkbox"/>
Considered or reviewed by Overview and Scrutiny Management Commission or associated Task Groups within preceding six months		<input type="checkbox"/>
Item is Urgent Key Decision		<input checked="" type="checkbox"/>
Report is to note only		<input type="checkbox"/>

Supporting Information

1. Background

- 1.1 All Local Councils are required to approve the syllabus for Religious Education for use in their schools. This task is delegated by statute to an Agreed Syllabus Conference that has representatives from all parties with a vested interest in its content and approach. In reality the membership is identical to the SACRE who monitors and supports its implementation.
- 1.2 There is a requirement for the syllabus to be reviewed every five years – hence this revision.
- 1.3 It is proposed that the new syllabus takes legal effect from September 2012 and that the current one also has legal status until August 2013. By running the two in parallel it allows school to move seamlessly from one to the other at a pace that suits their particular circumstances.
- 1.4 The proposed syllabus is very similar to the current one. It is structured differently in that the guidance is taken out of the curriculum and becomes an annex. The main difference in terms of content is that the questioning approach to the curriculum has been strengthened and clarified. School have been fully consulted and the feedback is very positive.

2. Equalities Impact Assessment Outcomes

All the key religious groups in the area are represented on the SACRE and Agreed Syllabus Conference. Representatives of all the groups have been formally consulted and have contributed to the new syllabus. The proposed syllabus had unanimous approval from members of the Agreed Syllabus Conference.

3. Conclusive

The Portfolio Holder is asked to approve the revised Locally Agreed Syllabus for Religious Education to take effect from September 2012.

Appendices

Appendix A – Equality Impact Assessment – Stage 1

Appendix B – Non-statutory guidance on Religious Education

Equality Impact Assessment – Stage One

Name of item being assessed:	Locally Agreed Syllabus for Religious Education 2012
Version and release date of item (if applicable):	To take effect from September 2012
Owner of item being assessed:	Jon Houghton
Name of assessor:	Jon Houghton
Date of assessment:	22 June 2012

1. What are the main aims of the item?
To prescribe the content of the Religious Education curriculum for all West Berkshire schools with the exception of Church of England Voluntary Aided schools and Academy schools who can choose whether to adopt this or not and Catholic schools to whom it does not apply.

2. Note which groups may be affected by the item, consider how they may be affected and what sources of information have been used to determine this. (Please demonstrate consideration of all strands – age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)

Group Affected	What might be the effect?	Information to support this.
Religious Groups	The curriculum is designed to provide pupils with accurate information on a number of religions to develop understanding, tolerance and their own personal belief system	Non-statutory guidance (attached)

Further comments relating to the item:
There syllabus is designed to develop pupils' tolerance of others and so it should have a positive impact on their response to a wide range of people and their situations.

3. Result (please tick by double-clicking on relevant box and click on 'checked')
<input type="checkbox"/> High Relevance - This needs to undergo a Stage 2 Equality Impact Assessment

<input type="checkbox"/>	Medium Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input type="checkbox"/>	Low Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input checked="" type="checkbox"/>	No Relevance - This does not need to undergo a Stage 2 Equality Impact Assessment

For items requiring a Stage 2 equality impact assessment, begin the planning of this now, referring to the equality impact assessment guidance and Stage 2 template.

4. Identify next steps as appropriate:	
Stage Two required	
Owner of Stage Two assessment:	
Timescale for Stage Two assessment:	
Stage Two not required:	

Name: Jon Houghton

Date: 22 June 2012

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Introduction

Basis for an agreed syllabus for Religious Education (RE)

The agreed syllabus should satisfy two key requirements:

- the law (as set out in the Education Act 1996)
- the aims of RE as defined by the local Agreed Syllabus Conference

The Legal Requirement

The Education Act (1996) requires that:

- RE should be taught to all pupils in full time education in schools except for those withdrawn at the request of their parents (details to be found in DCSF publication: RE in English schools: Non-statutory guidance 2010, p27-30).
- RE in community schools and foundation schools not of a religious character should be taught in accordance with the locally agreed syllabus recommended by the Agreed Syllabus Conference to the Local Authority. In schools with a religious foundation, the RE curriculum offered is to be determined by the governing body in accordance with the trust deed. The governing body may recommend that the school follows the Local Authority's agreed syllabus.
- As part of the curriculum, RE should promote the 'spiritual, moral, social, cultural, mental and physical development of pupils'.
- An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act, 1996)
- The Education Act (1944) requires that an agreed syllabus 'shall not include any catechism or formulary which is distinctive of any particular religious denomination' (The Education Act 1944 section 26(2)). This is understood to mean that an agreed syllabus should not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.
- It is the responsibility of the Headteacher and the governing body to ensure that sufficient time and resources are given to RE in schools to meet the statutory requirements. It is important to note that the status of RE in Key Stage 4 and post 16 is not the same as most other subjects. Here, as well as in the other key stages, it is a compulsory subject for all pupils who have not been withdrawn by their parents.

Time for RE

Although time can be allocated to RE creatively and flexibly over terms and the subject might be planned in combination with other subjects, this agreed syllabus has been based on the expectation that the following hours be devoted to RE:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year
- Key Stage 3: 45 hours per year
- Key Stage 4: 40 hours per year

Withdrawal from RE

The right of parents to withdraw their children from religious instruction on conscience grounds was included in the Education Act of 1944. All subsequent legislation has retained the clause that allows parents to withdraw their children from all or any part of RE. It also protects teachers' right to withdraw from teaching the subject. Since 1944 the nature of RE has changed significantly from the nurture of children in a faith tradition to an open and educational enquiry. It is hoped that parents and teachers will feel comfortable with the nature and areas of learning found in this syllabus and that, as a consequence, few will feel the need to withdraw either their children or themselves from the subject.

However, every school should provide parents with information about the right of withdrawal (Further details can be found in DCSF publication: RE in English schools: Non-statutory guidance 2010, p27-30)<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00114-2010&>)

The aims of RE

RE should help pupils to:

Learn about religion by

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Learn from religion by

- developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions
- developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain
- enhancing their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study.

These aims are achieved through a focus on two key aspects of RE as below:

- **Learning about religion** includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion and its impact on the lives of believers.
- **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 religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, purpose and truth, and values and commitments.

The importance of RE

- RE 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.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- RE enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- RE offers opportunities for personal reflection and spiritual development.
- RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- RE challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- RE encourages pupils to develop their sense of identity and belonging.
- RE enables pupils to flourish individually within their communities and as citizens in a pluralistic society and global community.
- RE has an important role in preparing pupils for adult life, employment and lifelong learning.
- RE enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- RE promotes discernment and enables pupils to combat prejudice.

How to use the key stage sections of this syllabus

The next sections of the syllabus outline the requirements for RE in each key stage. The structure of the syllabus draws very heavily on the Non-statutory National Framework for RE published by the Qualifications and Curriculum Authority (QCA) in 2004.

Foundation Stage

This section outlines the requirements for this stage and aspects of religions which should be explored, with examples provided from all six religious traditions included in this syllabus. Teachers should ensure they draw on the five aspects of religion but the examples are presented as suggestions only. There is no requirement to cover all the religions illustrated and other traditions may be included. Many of the content ideas are included in a table which illustrates how they might contribute to broader themes covered in this stage.

Key Stages 1-3

The Non-statutory National Framework for RE suggests that all pupils should have been introduced to the six religions deemed to be the principal faiths found in Great Britain by the end of Key Stage 3, having explored Christianity, as one of these faiths, in each key stage. This is the principle on which the previous locally agreed syllabus for RE was written. In line with existing practice, therefore, religions have been allocated to key stages as core areas of required study. Christianity is included as a core area of study in each key stage and each of the other five faiths is included once as a core area of study in Key Stages 1-3. Schools and teachers may choose to include study of non-core religions, over and above the required minimum number of religions in each key stage. To facilitate such an initiative, approaches to each of the six religions are outlined for each key stage in appendices A, B and C. The intention in providing this optional material is to ensure that pupils' engagement with religious traditions is appropriate to the key stage in which they are working.

The syllabus is structured around questions based on themes suggested for each key stage in the Non-statutory National Framework for RE (<http://www.mmiweb.org.uk/publications/re/NSNF.pdf>) Coverage is summarised in an overview of the questions for Key Stages 1-3. These have been

grouped around three main strands of learning about religion: *believing*, *behaving* and *belonging*. For each key stage suggestions for a breakdown of questions, content and examples of attainment expectations are outlined. Teachers will need to ensure they cover each strand (*believing*, *behaving* and *belonging*) by addressing:

- all the key questions in a study of Christianity
- some of the questions for the other core religions (ie Judaism in Key Stage 1, Hinduism and Islam in Key Stage 2 and Buddhism and Sikhism in Key Stage 3)
- where schools choose to extend key questions to include the study of non-core religions, either the UK's principal religions or other faiths or secular belief systems deemed to be of interest in particular situations, teachers can select freely from the key and suggested questions.

Key Stage 4

All pupils are required to follow an externally accredited course of study for Religious Studies eg GCSE. Schools are encouraged to facilitate examination entry for as many students as possible but this is not a requirement of this syllabus.

Post-16

Suggestions for areas of study are provided. However, wherever possible, students should have the opportunity to follow a course, or modules, which lead to external accreditation.

The recommended minimum time allocation for religious studies in this phase is six hours per year.

Using the syllabus to plan RE in schools

When planning RE units of work in school, several elements have to be taken into consideration.

There are two main strands to RE: learning about religion and learning from religion

Learning about religion: This syllabus sets out areas for exploration in terms of key questions interpreted in relation to each of the principal religions which represent the required minimum for an RE course in each key stage. These questions need to be 'chunked' into focused areas of exploration and may be combined to create coherent units of study. Questions have been grouped to illustrate how religions can be understood to be about not only what people believe but how these beliefs inform behaviour and shape people's sense of belonging and what they do to show this. This notion reflects the strands of *Learning about religion* within the level descriptions as set out in the grid on pages 20 and 21.

Learning from religion: It is important to say that learning from religion is not something to be tacked on to learning about religion. This aspect of RE is about pupils both

- interpreting their personal experiences in the light of their knowledge and understanding of religion. (This helps them in their attempts to make sense of life, themselves and issues of right and wrong)
- evaluating critically the truth claims made by religions and belief systems.

Professor Michael Grimmitt was the first person to articulate these ideas which he referred to as 'personal' and 'impersonal' ways of evaluating religious learning.

Level descriptors help teachers to plan RE that is appropriately challenging

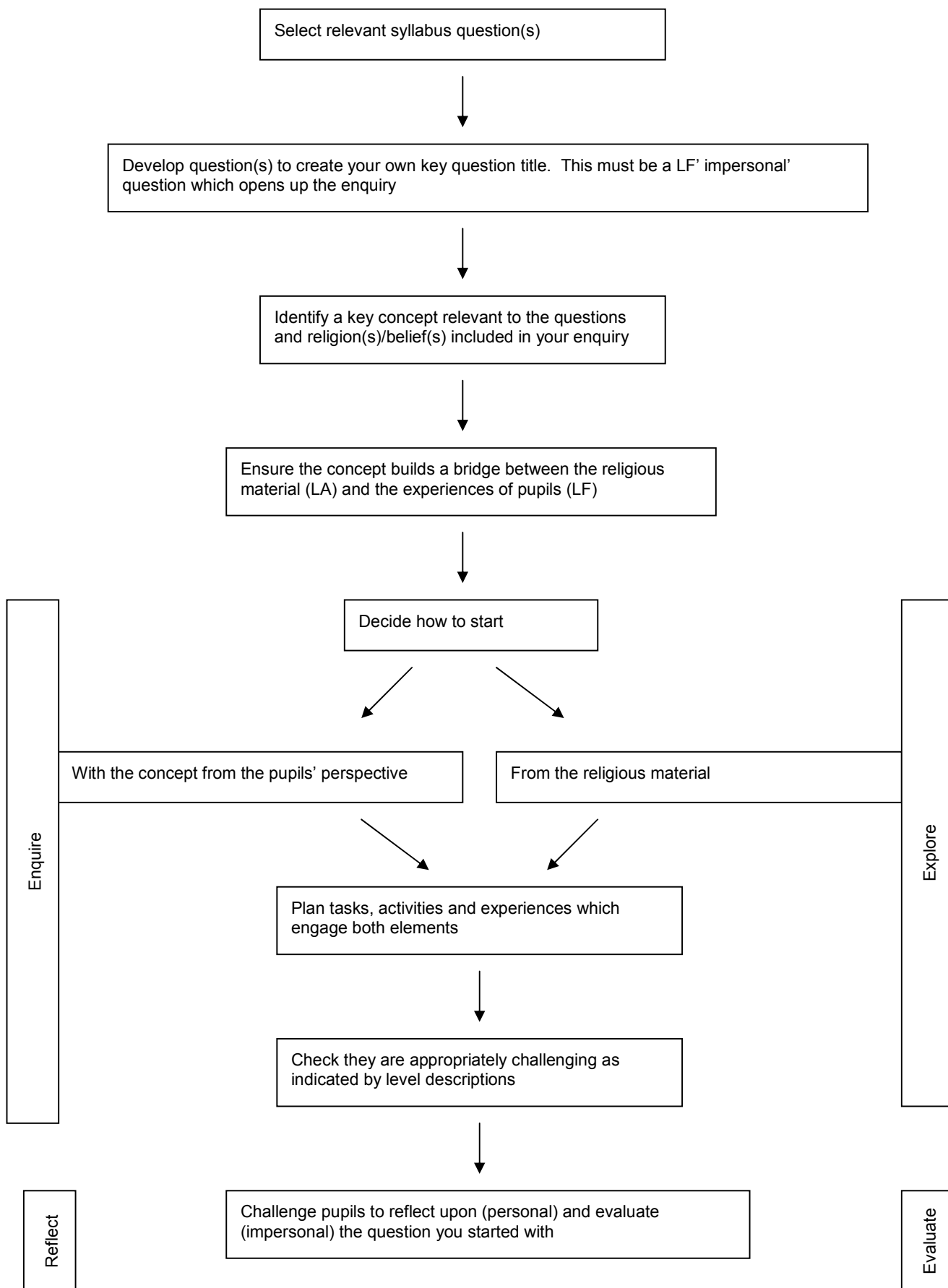
Using level descriptors to mark and assess pupils' work is relatively pointless unless teachers have given some consideration to them when devising tasks. Work set should invite/enable a range of performance relevant to the pupils being taught. In making suggestions about questions and content

this syllabus is set out with examples of the levels of attainment that might be expected of pupils in Key Stages 1-3. These will need to be appropriately amended to match work planned in individual schools..

Planning units of study

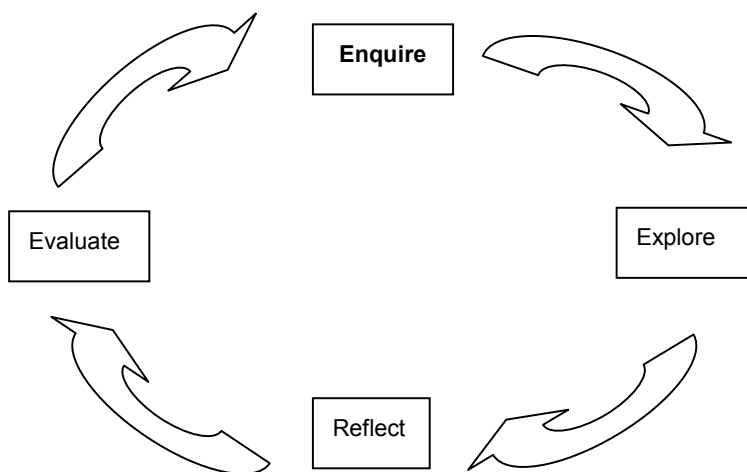
Studying the beliefs of a religion without exploring how they are put into practice can be a challenging abstract endeavour. On the other hand, exploring how religious people live their lives without reference to their beliefs makes no sense. It makes planning a great deal easier, therefore, if schools see the questions about 'believing' as questions which run through every unit of work and give meaning to questions about 'behaving' and 'belonging'. Planning might start with questions about 'behaving' or 'belonging', grounding all enquiry in human experiences, whilst referencing all these experiences to beliefs which underpin lives of faith and belief.

The following flow chart is set out as the intended method of planning in response to this syllabus. It will ensure that pupils both learn about and from religion/beliefs in contexts that have relevance for them and at appropriately challenging levels of difficulty. In preparation, teachers will need the level descriptions and key questions for their key stage to hand.



Learning in RE

Alongside the suggested planning process, this syllabus recommends the use of the following approach to learning:



Version 1

- Enquire into the religious material chosen for study and sharing initial thoughts and questions about it and relevant key concept(s). Unpack meanings and applications of the key concept(s) in relation to the religious material.
- Explore the question(s) and concept(s) to the experiences, understandings and responses of members of the religious tradition(s) being studied and consider whether others might have different understandings, experiences, interpretations.
- Reflect on the relevance and importance of the question(s) and concept(s) to pupils in relation to their own experiences and understandings.
- Evaluate the significance of the concept(s), question(s), truth claim(s) explored for religious believers; develop and articulate opinions about the value of them to religious believers; compare with the value and relevance to themselves.

Version 2

- Enquire into pupils' experiences and understandings of and responses to a key concept which has relevance in the lives of pupils and will also be central to the focus on religious material later. Unpack the meaning and significance of the concept and questions; how do they apply to the lives of pupils?
- Explore the concept to the religious material to be studied – significance, understandings and interpretations.
- Reflect on what has been learned from the religious material and its relevance to pupils.
- Evaluate the significance of the concept(s), question(s) and truth claim(s) explored for religious believers; develop and articulate opinions about the value of the concepts to religious believers; compare with the value and relevance to themselves.

Consider how this process might look in relation to specific topics and how the focus on both strands of RE can help to fulfil Michael Grimmitt's aspirations for pupils' learning and personal development.

Key Stage 1 topic: Christmas

Question title: Is it important to celebrate the birth of Jesus? (Belonging and believing)

Key concept: Celebration. This will work as a bridging concept because all pupils have experiences of celebration.

Starting where the pupils are: what does it mean to celebrate? Do you like celebrations? What do you celebrate? What sorts of things do you do when you are celebrating? Begin to extend this to include experiences of others eg Can you think of celebrations other people have? How do they celebrate them? (Using all the ideas gathered, pupils could plan a celebration including appropriate food, gifts, cards etc).

Exploring a religious context: Christians have a special celebration at Christmas. What are they celebrating? What is the story they are remembering about Jesus? How do they remind themselves of this story? What do they do to celebrate the birth of Jesus? How are the things they do connected with the story of Jesus' birth? Why do Christians think it is important to remember and celebrate the birth of Jesus? (To explore this pupils could enact a nativity play, design Christmas cards with a Christian message, take part in a carol service etc).

Evaluation and reflection: Do you celebrate Christmas? Why/why not? Should non-Christian people who like to celebrate at Christmas time remember the birth of Jesus? How are your Christmas celebrations similar/different to/from Christian celebrations? What do you think is best about Christian Christmas celebrations and your Christmas celebrations?

Key Stage 2 topic: Pilgrimage

Question title: Should people make religious pilgrimages?

Key concept: pilgrimage/journeying – developing the idea that journeys can be both physical and spiritual.

Exploring the idea of pilgrimage: look at photographs of Muslim (Makkah), Hindu (Ganges) and Christian (Jerusalem and/or Lourdes) pilgrims. What can be observed, what do we need to find out? Decide which questions to follow up. Research needs to cover the significance of the places of pilgrimage for believers and the motivations of people who make these pilgrimages. Consider a range of reasons eg duty (Hajj), healing (Lourdes, Ganges), spiritual growth (all examples). Interview pilgrims or watch film clips that clarify reasons for making pilgrimages. Consider the difference making a pilgrimage has made to these pilgrims and the similarities and differences in the impact of the experiences on pilgrims from different faith traditions.

Relate: explore how pupils have been changed by some experiences eg increased understanding, resolution of difficult situations, sense of having done the right thing etc

Reflect: discuss pupils' views on the value of pilgrimage for those who they've learned about. Are there any particularly meaningful, fulfilling, growing experiences pupils hope to have and why?

Concepts

'Concepts are essentially ideas which help us and our children make sense of our experiences of a great variety of things, objects, information, events and occurrences' (The Westhill Project RE 5-16, 1992). Concepts can be grouped, according to the Westhill Project, into three categories: shared human experience, general religious concepts, concepts specific to individual religions. Lists set out below are intended as examples of three categories of concepts. This is not an exhaustive list and teachers will think of additions to each selection.

Shared human experience	General religious concepts	Concepts linked with specific religions	
Authority Belief Belonging Celebration Change Commitment Community Creation Death Devotion Evil Fairness Family Forgiveness Freedom Good Growth Hope Identity Justice Kindness Life Love Loyalty Peace Prejudice Purpose Relationship Repentance Respect Reward Sacrifice Service Suffering Symbol Thankfulness Trust Truth Uniqueness Value	Asceticism Afterlife Belief Ceremony Deity Faith God Holy Initiation Interpretation Martyrdom Miracle Monotheism Mysticism Myth Orthodoxy Pilgrimage Prayer Prophecy Redemption Revelation Ritual Sacred Scripture Symbolism Worship	Christianity: Church Eternal life Fatherhood of God Grace Heaven Holy Spirit Identity Incarnation Jesus the Christ Love Mission Mother of God Resurrection Salvation Sin Trinity Word of God Unity Buddhism: Anatta Anicca Buddhahood Dhamma Dukkha Kamma Metta Nibbana Sangha Tanha Hinduism: Ahimsa Atman Avatar Bhakti Brahman Dharma Karma	Islam: Akhirah Allah Din Ibadah Imam Iman Islam Jihad Risalah Shari'ah Shirk Sunnah Tawhid Ummah Judaism: Brit/Covenant Unity of God Halakhah Israel/Zion Kashrut Mitzvah Shabbat Shalom Teshuvah Torah Tzedakah Sikhism: Ardas Gurmat Gurmukh Guru Haumai Hukam IkOnkar JivanMukt Khalsa Langar

Welcoming Wisdom		Maya Moksha Murti Nirvana Samsara Shakti Smriti Sruti Varana Yoga	Panth Rahit Sadhsangat Sat Nam Sewa Sikh VandChhakna
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Attainment and assessment in RE

The planning, teaching, learning and assessment of RE should be informed by the eight level scale of attainment descriptors published in this syllabus, taken from the Non-statutory National Framework for RE' published by QCA in 2004. The inclusion of these attainment descriptions in this syllabus means they are the criteria schools are required to use in assessing pupils' attainment and progress in RE.

The eight level scale of descriptors is structured around the two key aspects of learning: 'learning about religion' and 'learning from religion'. Each key aspect can be seen to have three strands:

Learning about religion:

- Beliefs, teachings and sources (believing)
- Practices and ways of life (behaving)
- Forms of expression (belonging)

Learning from religion:

- Identity and belonging (making sense of who we are)
- Meaning, purpose and truth (making sense of life)
- Values and commitments (making sense of right and wrong)

The scale is made up of eight level descriptions of increasing difficulty, plus a description of exceptional performance. Each level description describes the types and range of performance that pupils working at a particular level should characteristically demonstrate. The level descriptions can provide the basis for making judgements about pupils' performance at the end of Key Stages 1, 2 and 3. At Key Stage 4 schools will use the GCSE criteria for assessment of attainment.

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside the descriptions for adjacent levels. Teachers and pupils should have an understanding of the levels at which they are working and schools should report this information to parents.

It is expected that the majority of pupils will work within the following range of levels:

Key Stage 1: levels 1-3

Key Stage 2: levels 2-5

Key Stage 3: levels 3-8

The expected attainment of the majority of pupils is as follows:

At age 7: level 2 and above

At age 11: level 4 and above

At age 14: level 5 and above

Using the scale

The scale has three purposes:

To help in assessment for learning

Assessment for learning is an essential part of the everyday teaching and learning in RE. It involves 'gathering and interpreting evidence about pupils' learning and learners and their teachers using that evidence to decide where pupils are in their learning, where they are going and how to take the next steps' (QCA and the Assessment Reform Group, 2001).

This means teachers will need to use the scale to:

- set appropriate learning objectives that challenge pupils to aim for higher levels of attainment
- set lesson objectives that reflect the knowledge and understanding, skills, attitudes and values in RE
- structure learning in achievable steps and support learning to enable pupils to make progress
- share lesson objectives with pupils to help them recognise the standards for which they are aiming
- provide constructive and positive feedback which identifies what pupils have done well and clear guidance on what their next steps should be
- identify pupils' current attainment and use it as a basis for development
- involve pupils in peer and self assessment, reviewing and reflecting on their work and teacher feedback.

To help in Assessment of Learning

Summative assessment opportunities should be built in periodically to enable teachers to make judgements of pupils' attainments against the level descriptions. They should contribute to assessment for learning.

A good summative assessment:

- makes assessment criteria clear and accessible to pupils
- uses a variety of styles of learning and outcomes
- requires pupils to reflect on their work against the assessment criteria
- takes account of both key aspects of RE: *learning about religion* and *learning from religion*
- provides specific feedback showing how improvements can be made.

To help teachers report on attainment

Good assessment for and of learning will provide teachers with ample evidence on which to base best-fit judgements of pupils' attainment. Information outlined in the level descriptions will be helpful in

summarising these judgements. Schools should use this level information to report to parents. Schools must, however, report annually to parents about the **progress** made by pupils in RE. This will necessitate effective record keeping.

The level descriptors are set out as a grid on the following two pages.

An APP version is available in Appendix D – Page ????

Pupil-speak 'can do' levels can be found at: <http://betterre.reonline.org.uk/assessment/cando.php>

Exemplification of standards support material for Key Stage 3 can be found at:
<http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/index.aspx>

Attainment targets for RE in grid form:

	AT1 Learning about religions involves knowledge and understanding of:				AT2 Learning from religion involves response, evaluation and application of questions of:		
Level	Vocabulary	beliefs, teachings and sources (believing)	Ways of living (behaving)	forms of expression (belonging)	identity and belonging (making sense of who we are)	meaning, purpose and truth (making sense of life)	values and commitments (making sense of right and wrong)
	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils
1	use some religious words and phrases to	recall religious stories	recognise lessons in religious stories	recognise and name features of religious life and practice, symbols and other verbal and visual forms of religious expression	talk about their own experiences and feelings	talk about what they find interesting or puzzling	talk about what is of value and concern to themselves and to others
2	use religious words and phrases to	retell religious stories	identify the importance of religion and beliefs for some people. They begin to show awareness of similarities in religions	Identify some features of religion and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways and begin to show awareness of similarities in religions	ask, and respond sensitively to, questions about their own and others' experiences and feelings	recognise that some questions cause people to wonder and are difficult to answer	recognise their own values and those of others in relation to matters of right and wrong
3	use a developing religious vocabulary to	make links between beliefs and sources, including religious stories and sacred texts	begin to identify the impact religion has on believers' lives	describe some key features of religions and forms of religious expression recognising similarities and differences	identify what influences them, making links between aspects of their own and others' experiences	ask important questions about religion and beliefs, making links between their own and others' responses	make links between values and commitments and their own attitudes and behaviour
4	use a developing religious vocabulary to	describe and show understanding of sources, beliefs and ideas making links between them and practices, feelings and experiences; describe some similarities and differences within and between religions	describe and show understanding of feelings and experiences and the impact of religion on people's lives; describe some similarities and differences both within and between religions	suggest meanings for a range of forms of religious expression and describe and show understanding of religious practices and some similarities and differences both within and between religions	raise, and suggest answers to, questions of identity and belonging and apply their ideas to their own and other people's lives; describe what inspires and influences themselves and others	raise, and suggest answers to, questions of meaning, purpose and truth and apply their ideas to their own and other people's lives	raise, and suggest answers to, questions of values and commitments and apply their ideas to their own and other people's lives
5	use an increasingly wide religious vocabulary to	show they understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this	explain the impact of beliefs on individuals and communities, explain how religious sources are used to provide answers to ultimate questions and ethical issues, and describe why people belong to religions	recognise diversity in forms of religious, spiritual and moral expression, within and between religions	ask, and suggest answers to, questions of identity and belonging relating them to their own and others' lives; explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion	ask, and suggest answers to, questions of meaning, purpose and truth relating them to their own and others' lives	ask, and suggest answers to, questions about values and commitments relating them to their own and others' lives

	AT1 Learning about religions involves knowledge and understanding of:				AT2 Learning from religion involves response, evaluation and application of questions of:		
6	use religious and philosophical vocabulary to	give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them and 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	explain why the impact of religions and beliefs on individuals, communities and societies varies	interpret the significance of different forms of religious, spiritual and moral expression	use reasoning and examples to express insights into their own and others' views on questions of identity and belonging	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues as well as questions of meaning and purpose and truth	use reasoning and examples to consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments
7	use a wide religious and philosophical vocabulary to	show a coherent understanding of a range of religions and beliefs and analyse issues, values and questions of meaning and truth	account for the influence of history and culture on aspects of religious life and practice and vice versa and explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition	use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources and evidence to explain a variety of forms of expression	articulate personal and critical responses to questions of human relationships, belonging, identity and society evaluating the significance of religious and other views for understanding them using appropriate evidence and examples	articulate personal and critical responses to questions of meaning, purpose and truth evaluating the significance of religious and other views for understanding them using appropriate evidence and examples	articulate personal and critical responses to questions of values, commitments and ethical issues evaluating the significance of religious and other views for understanding them using appropriate evidence and examples
8	use a comprehensive religious and philosophical vocabulary to	analyse a range of religions and beliefs differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied contextualising interpretations of religion with reference to historical, cultural, social and philosophical ideas	critically evaluate the impact of religions and beliefs on differing communities and societies	Interpret and evaluate varied forms of religious, spiritual and moral expression	coherently analyse a wide range of viewpoints on questions of identity and belonging, and 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	coherently analyse a wide range of viewpoints on questions of meaning, purpose and truth, and 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	coherently analyse a wide range of viewpoints on questions of values and commitments, and 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
E p	use complex religious, moral and philosophical vocabulary to	provide a consistent and detailed analysis of religions and beliefs and how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied	evaluate in depth the importance of religious diversity in a pluralistic society and recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time	interpret and evaluate varied forms of religious, spiritual and moral expressions	analyse in depth a wide range of perspectives on questions of identity and belonging, and 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	analyse in depth a wide range of perspectives on questions of meaning, purpose and truth, and 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	analyse in depth a wide range of perspectives on questions of values and commitments, and 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

Foundation Stage

The Foundation Stage describes the phase of a child's education up to the age of five. RE is statutory for all pupils of this age registered on the school roll. This statutory requirement for RE does not apply to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the Foundation Stage. However, many will agree it can form a valuable part of the educational experience of children throughout the key stage.

Children will come from a variety of cultural, religious and secular backgrounds. Some will come from overtly religious homes, some will have occasional experience of religion, others none at all. All children need to be valued whatever their backgrounds or belief systems. It is important that teachers take this variety of experience into account when planning.

A teacher is always guided by the needs of each individual child, and effective and careful planning ensures that these needs are met. The subject must be taught in accordance with the locally agreed syllabus or, in voluntary aided faith schools, in line with a syllabus approved by the governing body, which will have taken into account any requirements set out in the school's trust deed.

Exploring religions and cultures in the Foundation Stage provides rich opportunities for children's spiritual, moral, social and cultural development. This will also support children develop knowledge and understanding about where they belong within their family and the wider community. It will also promote the development of appropriate religious vocabulary.

They will be developing the following attitudes and skills:

- a sense of curiosity
- respect for themselves and others
- interest and enjoyment in discovery
- empathy and open-mindedness
- commenting and asking questions
- expressing feelings and preferences

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects (see page ?) and by visiting and/or having visitors from places of worship. Representatives of local religious communities, including children's family members, who can talk about their beliefs and experiences, should be invited into school to enrich pupils' learning.

They will use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own and others' feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Every teacher of young children knows that knowledge is not fragmented in the early years, and all learning is part of a glorious whole. Children will learn in their own way through play, first hand experiences and people to make sense of the world.

They will learn through:

- visual/spatial expressions shown in art and other creative activities
- auditory experiences listening to music, stories and rhymes
- kinaesthetic activities such as movement and games
- verbal/linguistic communication in a range of speaking and listening activities
- mathematical experiences by making simple models and patterns
- music and songs from different cultures
- naturalistic engagement with living things and the environment
- interpersonal skills offering co-operative opportunities.

RE can make a strong contribution to the following areas of learning in the EYFS curriculum:

Personal, social and emotional development

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and those of others and explore them in various ways
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children play cooperatively and talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong, how some behaviours are unacceptable and how humans help one another.

Communication and language

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences and stories and answer 'how' and 'why' questions about them
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration listening attentively to one another
- Through artefacts, stories and music, children learn about important religious celebrations

Understanding the world

- Children ask and answer questions about religious and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship and/or receive visitors from faith communities. Through these experiences children learn new words associated with the faith, showing respect and learn about similarities and differences between themselves and others, and among families, communities and traditions
- They listen and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.

Expressive arts and design

- Using religious artefacts, music, art, dance, drama, role play etc, children think about and initiate their own activities associated with the stimulus.

- Children share their own experiences and feelings and those of others, and are encouraged to respond to these in creative ways.

Areas for religious exploration

The table on the following page lays out some suggestions, from all six religions compulsorily covered within this syllabus as well as others, of material which could be included in Foundation Stage topics. The further tables illustrate contexts in which the material might be included.

It is a requirement of this syllabus that in exploring these areas of learning, children should encounter Christianity and at least one other religion.

Suggestions for Foundation Stage RE illustrating five areas of explorationKey: C – Christianity; B – Buddhism; Ba – Baha’i; H – Hinduism; I – Islam; J – Judaism; S - Sikhism

1 Religious figures	2 Religious stories	3 Religious times	4 Religious places	5 Religious objects
<p>Religious leaders eg</p> <ul style="list-style-type: none"> ▪ vicars ▪ Priests ▪ Rabbis ▪ Imams ▪ Gurus ▪ Granthis ▪ Lamas ▪ Pandits ▪ Teachers <p>Great religious figures eg</p> <ul style="list-style-type: none"> ▪ Jesus, Mary, St Francis and other saints (C) ▪ Gotama Buddha, Milarepa (B) ▪ Ganesh, Rama, Krishna, Hanuman (H) ▪ the Prophet Muhammad (pbuh) ▪ Moses, Ruth, David (J) ▪ Guru Nanak, Guru HarGobind, BhaiGhanaya (S) 	<p>Stories from faith traditions about helping others eg</p> <ul style="list-style-type: none"> ▪ Jesus and Zacchaeus (C) ▪ Siddattha and the swan (B) ▪ Rama and Sita (H) ▪ Muhammad (pbuh) and the sleeping cat (I) ▪ Muhammad (pbuh) and the crying camel (I) ▪ Ruth and Naomi (J/C) ▪ Moses (J/C) ▪ Guru HarGobind’s cloak (S) ▪ SachaSauda – beginning of the Langar (S) <p>Other religious stories eg</p> <ul style="list-style-type: none"> ▪ Krishna, Ganesh, Hanuman (H) ▪ Joseph (J/C) ▪ Jonah (J/C) ▪ David and Goliath (J/C) ▪ Noah <p>Stories Jesus told</p> <ul style="list-style-type: none"> ▪ the Good Samaritan (C) ▪ The Lost Sheep 	<ul style="list-style-type: none"> ▪ Christmas, Harvest, Easter, Church colours for seasons (C) ▪ Mothering Sunday (C) ▪ Chinese New Year ▪ Divali, RakshaBandhan (H) ▪ Eid ulFitr, The Prophet Muhammad’s (pbuh) birthday (I) ▪ Sukkot, Hanukkah, Simchat Torah, Shabbat (J) ▪ birthday of Guru Nanak (S) ▪ Wesak (B) ▪ Summer and Winter solstices ▪ baptism ▪ naming ceremonies ▪ weddings ▪ death ▪ times of prayer and worship 	<ul style="list-style-type: none"> ▪ Local places of worship ▪ Memorials eg seats, windows, grave stones ▪ home shrines ▪ the environment/world ▪ Jesus’s birth in Bethlehem (C) ▪ Jerusalem (C, I, J) ▪ Makkah (I) ▪ River Ganges (H) ▪ The Golden Temple in Amritsar (S) ▪ Bodhgaya, Sarnath (B) ▪ Haifa (Ba) ▪ Stonehenge 	<ul style="list-style-type: none"> ▪ clothes eg clergy, Salvation Army uniforms, wedding clothes, jewellery (crosses, crucifixes etc), ihram (clothes worn on Hajj), kippah (J), tallit (J), 5 Ks (S) ▪ food eg Shabbat (J), Langar(S),Prashad (H & S), festival foods ▪ artefacts eg home shrines, items within places of worship, prayer mat (I), prayer beads, mezuzah (J), tallit (J), divas (H), mala (B), Buddha rupas (B)
<p>Some suggestions for leading questions</p>	<p>Some suggestions for leading questions</p>	<p>Some suggestions for leading questions</p>	<p>Some suggestions for leading questions</p>	<p>Some suggestions for leading questions</p>
<ul style="list-style-type: none"> ▪ Who am I? ▪ What makes me, my family and friends special? ▪ Who are these religious figures and what makes them special? ▪ What do you think about...? 	<ul style="list-style-type: none"> ▪ Why do you like this religious story? ▪ What makes this religious story important? ▪ How do we know this is an important story? ▪ What can we learn from this story? 	<ul style="list-style-type: none"> ▪ Why do we/others celebrate special/religious times? ▪ How can we/others celebrate special times? ▪ Why should we/ others give thanks? ▪ Why is praying so important to some people? 	<ul style="list-style-type: none"> ▪ Why are some places special? ▪ Why do we/ others go to special places? ▪ How do we/ others feel in these places? 	<ul style="list-style-type: none"> ▪ Why are some things precious? ▪ How should we/ others treat things that are precious?

Incorporating RE in Foundation Stage topics might look like this

Learning Themes	Possible religious material
All about me/myself/ ourselves	Baptism
	The Mezuzah in our home
	David and Goliath
	Ganesh
	Jonah
	Prayer beads
	The Good Samaritan
	The Lord's Prayer used in times of prayer
	Joseph
	Zacchaeus
Animals/creatures/ minibeasts	Chinese New Year
	St Francis
	Ganesh
	Hanuman
	Muhammad (pbuh) and the sleeping cat/crying camel
Babies	Baptism
	Christmas/Nativity
Celebration	Chinese New Year
	Christmas, Easter, Harvest
	Divali, Dushera, RakshaBandhan
	Eid-ul-Fitr, Prophet Muhammad's (pbuh) birthday
	Sukkot, Hanukkah, Simchat Torah, Shabbat
	Birthday of Guru Nanak, Divali (BandiChorr)
	Wesak
	Baptism, naming ceremonies
	Weddings
Clothes	Clothes worn by the clergy
	Weddings
	Kippah, tallit
	The Five Ks
	Joseph's coat
	Monks' robes

Learning Themes	Possible religious material
Favourite stories/ books	Zacchaeus
	Houses built on sand and rock
	Siddattha and the Swan
	Muhammad (pbuh) and the sleeping cat/crying camel
	Krishna, Ganesh, Hanuman
	Joseph
	Jonah
	David and Goliath
	Ruth
	Guru HarGobind's Cloak
Food	Festival foods eg Easter, Harvest, Shabbat
	Langar
	Prashad
Growing/spring/gardens	Easter
	Harvest
	Gotama Buddha and the Bodhi Tree
Homes/where I live/the local environment	Harvest
	Places of worship
	Times of prayer
	Memorials
	Houses built on sand and rock
	Gotama Buddha and the Bodhi Tree
	Home shrines
	Prayer mat
	The Mezuzah in our home
	Shabbat
Noah and the rainbow	
The natural world	Harvest
	Houses build on sand and rock
	Siddattha and the Swan
	Muhammad (pbuh) and the crying camel
	Noah and the rainbow

Learning Themes	Possible religious material
My family/families	Weddings
	St Francis
	RakshaBandhan
	Ganesh
	Prayer Mat
	Joseph
	Ruth
	The Five Ks
Materials	Houses built on sand and rock
	Prayer Mat
	Tallit
	Guru HarGobind's Cloak
People who help us/others	Religious leaders
	Stories of Jesus healing the sick
	The Good Samaritan
	St Francis
	Siddattha and the Swan
	Muhammad (pbuh) and the sleeping cat/crying camel
	Hanuman
	Ruth
	Guru HarGobind's Cloak
	Guru Nanak – SachaSauda – beginning of the langar
	BhaiGhanaya
Seasons	Chinese New Year
	Easter
	Harvest
	Divali
	Sukkot
Water	Baptism
	Noah and the rainbow
Weather	Houses built on sand and rock
	Noah and the rainbow

Thanks go to the Solihull SACRE for permission to use and modify this table from the Solihull Handbook for RE in the Foundation Stage.
<http://www.theredirectory.org.uk/lea.php?n133>

Overview of the key questions for Key Stages 1-3

BELONGING

Key Stage 1
 Does it feel special to belong?
 Are religious celebrations important to people?
 Are symbols better than words at expressing religious beliefs?

Key Stage 2
 Does participating in worship help people to feel closer to God or their faith community?
 How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?
 Can the arts help communicate religious beliefs?

Key Stage 3
 Should people be allowed to express their spirituality in any way they choose?

BELIEVING

Key Stage 1
 Who do I believe I am?
 Is God important to everyone?
 Does the world belong to God?
 What can I learn from stories from religious traditions?

Key Stage 2
 Do religious people lead better lives?
 Do sacred texts have to be 'true' to help people understand their religion?
 Should religious people be sad when someone dies?

Key Stage 3
 To what extent is a person's purpose in life determined by their understanding of God?
 To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?
 Is it helpful that scientific advances/discoveries challenge people's beliefs?
 Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

BEHAVING

Key Stage 1
 Should people follow religious leaders and teachings?
 Should people take care of the world

Key Stage 2
 Is religion the most important influence and inspiration in everyone's life?
 Do all religious beliefs influence people to behave well towards others?
 Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?
 Is it possible to hold religious beliefs without trying to make the world a better place?

Key Stage 3
 To what extent do people's religious/spiritual beliefs affect their personal relationships?
 Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?
 To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?
 How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?



RE in Key Stage 1

Throughout this key stage, pupils will explore religion through an encounter with Christianity and at least Judaism as another religion. Optional other religions can be added to the Key Stage 1 RE course and those selected may be included for a number of reasons, for example because there are pupils of these faiths in school; there are staff from these faiths in school; there is a particular interest in these faiths on the part of teachers and/or pupils; there are people of these faiths in the local community.

Key questions can be explored through religion specific study or/and thematic approaches across two or more religions and belief systems.

Pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Key aspects of RE

Pupils should be taught to:

- explore a range of religious and moral stories and sacred writings and talk about their meaning
- name and explore a range of celebrations, worship and rituals in religion or beliefs, recognising the difference they make to individuals, families and the local community
- identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning
- recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives
- to communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts
- reflect on how spiritual qualities and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Experiences and opportunities

All pupils should have the chance to experience some or all of the following opportunities:

- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection
- using art and design, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values and talking about their feelings and experiences
- beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Breadth of study

During this key stage pupils should engage with the following key questions:

Believing

- Who do I believe I am?
- Is God important to everyone?
- Does the world belong to God?
- What can I learn from stories from religious traditions?

Behaving

- Should people follow religious leaders and teachings?
- Should people take care of the world?

Belonging

- Does it feel special to belong?
- Are religious celebrations important to people?
- Are symbols better than words at expressing religious beliefs?

Ideas for breaking down these questions can be found on the following pages for Christianity and Judaism. Appendix A contains more ideas, including guidance on expected standards, for these religions and other optional extra faiths.

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Judaism
- other religions, as appropriate
- a secular world view, where appropriate.

Questions

Questions form the heart of this syllabus to highlight for all its readers that RE is an exploration and enquiry which can give rise to diverse answers and beliefs. There are nine key questions to explore in Key Stage 1. They have been grouped into three main areas of focus: *believing*, *belonging*, *behaving* and interpreted in the light of each faith tradition to be studied.

It is important to remember that all nine key questions should be addressed in the exploration of Christianity. In the study of Judaism, teachers must ensure that all three areas of focus (*believing*, *belonging* and *behaving*) are addressed. If other optional traditions are included, enquiry need not reflect this balance.

The questions provided for this key stage should be used creatively. They need to be broken down into ones that are more tightly focused and some suggestions are provided. Developing this idea further, an example from Christianity might focus on 'love' or 'caring for others' as key concepts. This develops from 'How do Christians believe they should treat other people?' from the *believing* questions and might become a series of questions such as: 'What does Jesus' parable of the Good Samaritan teach about how people should treat others?' and 'What do the words, "treat others as you would like them to treat you" mean to you?'

In addition, questions from this first area of focus can be linked with others from a different area. This might mean that alongside the questions suggested above related to *believing*, pupils might engage with others emerging from *behaving* such as: 'How did Mother Teresa show her beliefs about love/caring for others and what do you think others learn from her example about following Jesus?' 'Do you think you have learned from her example?' 'Is it a good idea to live according to these beliefs and principles?'

To take the idea even further, links could be made with how Christian Harvest celebrations (part of the *belonging* area of focus) often demonstrate Christian care for others.

This example shows how questions can be drawn from all three areas of focus and reworded to create a mini unit of study.

Alternatively, questions from sections on different religions can be combined to help pupils develop an understanding of the similarities and differences between religions.

The key questions at the heart of the syllabus ensure that pupils both learn about and from religion. To help teachers and pupils engage with both elements of 'learning from religion' suggestions for appropriate questions are made in relation to each area of focus on **page ?**. The questions a teacher poses, or encourages pupils to pose, will depend upon the key concepts chosen to shape each unit of study (See planning guidance on **pages ?-?**).

Suggested content of the RE exploration has also been outlined. The purpose of this is to support teachers and learners address the key questions.

Attainment in RE

It is expected that the majority of pupils will work between levels 1-3 during Key Stage 1 and by the age of 7 most will attain at least level 2. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages 55-82 for level descriptions in detail). Exemplar expectations are provided in relation to suggested questions and content.

These are only examples and, in the light of what has been said above about using questions creatively, they may need to be amended to reflect the work covered.

Time recommendation

This agreed syllabus has been based on the expectation that pupils in Key Stage 1 will receive approximately 36 hours per year of RE.

SUGGESTED LEARNING FROM RELIGION QUESTIONS RELATED TO EACH OF THE KEY STAGE 1 KEY QUESTIONS

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

BELONGING

Does it feel special to belong?

- To what groups do you belong?
- How do you show others you belong to these groups?
- How does it feel to be part of a family, class, group etc?
- Do you belong to anyone?

Are religious celebrations important to people?

- What times are important/special to you?
- Why and how do you celebrate special times?
- Why might other people celebrate different times?
- How can we help other people celebrate their special times?

Are symbols better than words at expressing religious beliefs?

- How can symbols help us understand things?
- What symbols do you use often? How and why do you use them?
- How can clothes, colours and movements be symbols?
- Can you think of a symbol for yourself that would tell others something about you?

BELIEVING

Who do I believe I am?

- What makes me like other people?
- What makes me different from other people/unique?
- What am I good at?
- Where do I come from?
- What ideas and things are important to me?
- How do I want to get along with others?
- Do I recognise how special other people are?

Is God important to everyone?

- Who is most important to you and why?
- What ideas have you heard about God? What do you believe about God?
- Does your family believe in God?

Does the world belong to God?

- What is your prized possession? Was it a gift or did you make/create it?
- How/why do things belong to you?
- What are the things that amaze you most about the world?
- Does the world belong to anyone?

What can I learn from stories from religious traditions?

- What are your favourite stories? Why do you like them? Do you learn anything from them?
- Have you learned anything about qualities like honesty, loyalty, courage in stories you have read?
- What ideas have you learned from the stories we have heard from the Bible and other religious teachings?
- What things/books are most special to you? Why are they special? How do you show they are special?

BEHAVING

Should people follow religious leaders and teachings?

- Whom do you admire and why?
- Who are the people who help you decide what is right and wrong?
- How do they help you decide what is right and wrong?
- How can these people help you even when they are not with you?
- Why do you think it is important to be kind and thoughtful towards other people? Are you kind to other people? How are people kind to you?
- How can we tell if a person is a good person?
- Do you always do what you think is right? Why?

Should people take care of the world?

- Why do so many people think it is important to look after the world?
- Do you think it is important to look after the world? How could you help to look after the world? Do you do things to help look after the world? What sort of things?

Learning about Christianity in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous pages, that pupils will explore beliefs in combination with questions about *behaving* and *belonging*.

Suggestions about content and attainment expectations are set out in Appendix A.

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Christian family?
- How do people belong to the Christian community?
- How do Christians use their places of worship?
- Does belonging to the Christian community make a difference to people?

Are religious celebrations important to people?

- How and why do Christians celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Christians use symbols in
 - everyday life?
 - places of worship?
 - celebrations?

BELIEVING

Who do I believe I am?

- What do Christians believe makes a person special?
- How do Christians believe they should treat other people?

Is God important to everyone?

- What did Jesus teach people about God?
- Why do Christians believe Jesus was God's son?

Does the world belong to God?

- Do Christians believe the world belongs to God?
- How do Christians believe the world came about?

What can I learn from stories from religious traditions?

- Why is/are the Bible/Biblical stories important/sacred to Christians?
- Why is the story of the life of Jesus so important to Christians?
- What stories did Jesus tell and why did he tell them?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how is Jesus important to Christians?
- Why and how is a vicar, priest or minister important to Christians?
- How do Christians learn from the example of other Christians including leaders, parents etc
- How do Christians show reverence for the Bible and show how important it is for them?

Should people take care of the world?

- Should Christians take care of the world?

Learning about Judaism in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed, but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out in Appendix A..

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Jewish family?
- How do people belong to the Jewish community?
- How do Jews use their places of worship?
- Does belonging to the Jewish community make a difference to people?

Are religious celebrations important to people?

- How and why do Jews celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Jews use symbols in
 - everyday life?
 - places of worship?
 - celebrations?

BELIEVING

Who do I believe I am?

- What do Jews believe makes a person special?
- What do Jews believe about how people should live with others?
- How do the Jewish Bible and Rabbinic writings teach Jews who they are?

Is God important to everyone?

- What do the Jewish Bible and Rabbinic writings teach people about God?
- How do Jews believe they should treat other people?

Does the world belong to God?

- Do Jews believe the world belongs to God?
- How do Jews believe the world came about?

What can I learn from stories from religious traditions?

- What do Jews mean when they use the words 'Bible', 'Torah' and 'Tanach'?
- Why is/are the Bible/Biblical stories and Rabbinic writings important/sacred to Jews?
- How do the stories in the Bible and Rabbinic writings teach Jews how to live today?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how is the Torah important to Jews?
- Why and how are rabbis important to Jews?
- How are Rabbinic writings (Mishnah, Talmud, Codes of Jewish law) important to Jews?
- How do Jews learn from the example of other Jews including leaders, parents etc
- How do Jews show reverence for the Torah and holy writings and show how important they are for them?

Should people take care of the world?

- Should Jews take care of the world?
- What do the Torah and Rabbinic writings teach about our relationship with the world?

RE in Key Stage 2

Throughout this key stage, pupils learn about Christianity and at least Hinduism and Islam as other religions, recognising their impact locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE.

Key aspects of RE:

In Years 3 and 4 pupils should be taught to:

- explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system
- investigate and suggest meanings for celebration, worship and rituals, thinking about similarities and differences
- describe and interpret how symbols and actions are used to express beliefs
- recognise that people can have different identities, beliefs and practices, and different ways of belonging, expressing their interpretations, ideas and feelings
- reflect on questions of meaning and purpose in life, expressing questions and opinions
- investigate questions of right and wrong in life, expressing questions and opinions.

In Years 5 and 6 pupils should be taught to:

- describe and discuss some key aspects of the nature of religion and belief
- investigate the significance and impact of religion and belief in some local, national and global communities
- consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them
- reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways
- describe and begin to develop arguments about religious and other responses to ultimate and ethical questions
- reflect on ideas of right and wrong and apply their own and others' responses to them.

Experiences and opportunities:

All pupils should have the chance to experience some or all of the following opportunities:

- encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- considering a range of human experiences and feelings
- reflecting on their own and others' insights into life and its origin, purpose and meaning
- expressing and communicating their own and others' insights through art and design, music, dance, drama, and ICT
- developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

Breadth of study

During this key stage pupils should engage with the following key questions:

Believing:

- Do religious people lead better lives?
- Do sacred texts have to be 'true' to help people understand their religion?
- Should religious people be sad when someone dies?

Behaving:

- Is religion the most important influence and inspiration in everyone's life?
- Do all religious beliefs influence people to behave well towards others?
- Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?
- Is it possible to hold religious beliefs without trying to make the world a better place?

Belonging:

- Does participating in worship help people to feel closer to God or their faith community?
- How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?
- Can the arts help communicate religious beliefs?

Ideas for breaking down these questions can be found on the following pages for Christianity, Hinduism and Islam. Appendix B contains more ideas, including guidance on expected standards, for these religions and other optional extra faiths.

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Hinduism and Sikhism
- other religions, as appropriate
- a secular world view, where appropriate.

Questions

Questions form the heart of this syllabus to highlight for all its readers that RE is an exploration and enquiry which can give rise to diverse answers and beliefs. There are ten key questions to explore in Key Stage 2. They have been grouped into three main areas of focus: *believing*, *belonging*, *behaving* and interpreted in the light of each faith tradition to be studied.

It is important to remember that all ten key questions must be addressed in the exploration of Christianity. In the study of Hinduism and Islam, teachers must ensure that all three areas of focus (*believing*, *belonging* and *behaving*) are addressed. If other optional traditions are included, enquiry need not reflect this balance.

The questions provided for this key stage should be used creatively. They need to be broken down into ones that are more tightly focused and some suggestions are provided. Developing this idea further an example from Christianity might be: 'Do Christians believe the world belongs to God?' from the *believing* questions might become questions such as: 'What might it mean to Christians to believe that God has put humans in charge of the world (Genesis 1:28)?' 'What might Christians believe such a responsibility entails?'

In addition, questions from one area of focus can be linked with others from a different area. This might mean that alongside the questions suggested above related to *believing*, pupils might engage with others emerging from *behaving* such as: 'What responsibilities do Christians think they have for the environment?' 'What does it mean to have responsibility for something?' 'What do you think you and others should do to care for the environment in which you live?' 'Do you care for the environment as you think you should?' 'What evidence can you find to suggest that Christians care for the environment? Do Christian beliefs influence behaviour?'

Alternatively, questions from sections on different religions can be combined to help pupils develop an understanding of the similarities and differences between religions – an essential feature of level 3 Attainment and above.

These last two questions address the *Learning from religion* aspect of the syllabus. It is important that sufficient emphasis is given to this element. Suggestions for appropriate questions are made in relation to each area of focus on page [REDACTED]. The questions a teacher poses, or encourages pupils to pose, will depend upon the key concepts chosen to shape each unit of study (see planning guidance on pages [REDACTED]).

This example shows how questions can be drawn from different areas of focus and reworded to create a mini unit of study.

Suggested content of the RE exploration has also been outlined. The purpose of this is to support teachers and learners address the key questions.

Attainment in RE

It is expected that the majority of pupils will work between levels 2-5 during Key Stage 2 and by the age of 11 most will attain at least level 4. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages [REDACTED] for level descriptions in detail). Exemplar expectations are provided in Appendix B in relation to suggested questions and content. These are only examples and, in the light of what has been said above about using questions creatively, they may need to be amended to reflect the work covered.

Time recommendation

This agreed syllabus has been based on the expectation that pupils in Key Stage 2 will receive 45 hours per year of RE.

SUGGESTED LEARNING FROM RELIGION QUESTIONS RELATED TO EACH OF THE KEY STAGE 2 KEY QUESTIONS

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

BELONGING

Does participating in worship help people to feel closer to God and their faith community?

- Can you think of a place that has inspired you spiritually? What impact did it have on you?
- Why do people find it important to meet with others who share similar ideas?
- When have you felt closest to others who share similar ideas to you?
- Are there times when you value being alone? Why? What do you gain from these times?
- How do people express important feelings like thankfulness, joy, appreciation, love etc?
- How do you remember/commemorate important events?
- What have been the turning points in your life and how have they been marked?
- Is it important to mark significant times in people's lives? Why?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- Do you think it is important to mark a person's death?
- In what way do you think a person's death should be marked?
- How should people be remembered?

Can the arts help communicate religious beliefs?

- How do you express ideas that are most important to you?
- Are there some ideas and experiences that are too difficult to express in words?
- How could you express who you are without words?
- Do you think it is important for people to be able to express their ideas and beliefs in a wide variety of ways? Why?
- Which piece of art/music has personal significance for you?

BELIEVING

Do religious people lead better lives?

- How do your beliefs about God (which might be that there isn't one) influence your life and the way in which you choose to live it?
- What do you think matters most in life?
- What do you think is the purpose of life?
- Is it important to live a good life?

Do sacred texts have to be 'true' to help people understand their religion?

- Can things be true in different ways?
- How and from whom/what do you learn what is true?
- How do you know you can rely on these sources of authority?
- How do we decide what to believe?
- Is it important for religious teaching to be written down?

Should religious people be sad when someone dies?

- Would you want people to be sad when you die or should they celebrate your life?
- What do you believe happens to a person when they die? Why?
- What does the word 'heaven' mean to you?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- Who/what inspires you and why?
- What or who has been the most important influence on your life?
- Has being inspired or influenced by someone/something changed you in any way? How?
- How and why might it be helpful to have an example to follow?
- In what ways could you be a role model?
- Do you think God guides people? Why?

Do all religious beliefs influence people to behave well towards others?

- What are the values, beliefs and ideas that guide your life and why?
- How do you decide how to behave?
- Must we always behave well towards others?
- What do you see as being the value of the rules and codes?
- How can we make amends for things we do wrong?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- Do you hold the same beliefs as your parents?
- How does your family life influence the way you live?
- Should children be free to make their own decisions about religion?
- Are there any family traditions that give you a sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- Is it possible for you to feel strongly about something and not act on it?
- How do you respond to worldwide issues that affect the lives of others? How can you help? Do you think it is important to help? Why?

Learning about Christianity in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Christians believe it is important to worship and worship together?
- How are churches used for worship?
- Why and how do Christians celebrate their festivals?
- Why and how are rites of passage marked publically?
- What value do some Christians find in private prayer and worship?
- Why and where do Christians go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Christians mark a person's death?

Can the arts help communicate religious beliefs?

- How have Christians expressed some of their most difficult ideas, beliefs and personal experiences through the arts

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Christians live?
- Do the teachings and example of Jesus provide a framework for leading a good life?
- Do the teachings of the New Testament help Christians know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Christians interpret the Bible?
- Are different types of writing in the Bible true in different ways?
- Is personal spiritual experience more important than the Bible for Christians in understanding their religion?
- How do Christians use the Bible to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Christians believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How does Jesus influence and inspire Christians?
- How do Christians' beliefs about Jesus make a difference to their lives?
- How do Christians' beliefs about the Holy Spirit make a difference to daily lives?
- How has Christianity inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Christians believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Christians to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Christian family?
- How might a Christian background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous pages, that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. Suggestions about content and attainment expectations are set out in Appendix B.

Learning about **Hinduism in Key Stage 2**

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Hindus believe it is important to worship and sometimes worship together?
- How are shrines used for worship?
- Why and how do Hindus celebrate their festivals?
- Why and how are rites of passage marked publically?
- What value do some Hindus find in private prayer and worship?
- Why and where do Hindus go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Hindus mark a person's death?

Can the arts help communicate religious beliefs?

- How have Hindus expressed some of their most important ideas, beliefs and personal experiences through the arts and symbols?

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Hindus live?
- Do the teachings and example of deities provide a framework for leading a good life?
- How do different deities help to reveal the nature and will of God?

Do sacred texts have to be 'true' to help people understand their religion?

- How do Hindus interpret their holy writings for today?
- How do Hindus use their holy writings to learn about God, the world and human life?
- Is personal spiritual experience more important than the holy writings for Hindus in understanding their religion?

Should religious people be sad when someone dies?

- What do Hindus believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How do different deities influence and inspire Hindus?
- How do Hindus' beliefs about God/deities make a difference to their lives?
- How have Hindu beliefs and teachings inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Hindus believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Hindus to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Hindu family?
- How might a Hindu background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Hindus respond to global issues?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out in Appendix B.

Learning about Sikhism in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Sikhs believe it is important to worship and worship together?
- How are Gurdwaras used for worship?
- Why and how do Sikhs celebrate their festivals?
- Why and how are rites of passage marked publically?
- What value do some Sikhs find in private prayer and worship?
- Why and where do Sikhs go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Sikhs mark a person's death?

Can the arts help communicate religious beliefs?

- How have Sikhs expressed some of their most important ideas, beliefs and personal experiences through the arts?

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Sikhs live?
- Do the teachings and example of the Gurus provide a framework for leading a good life?
- Do the teachings of the Guru Granth Sahib help Sikhs know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Sikhs interpret the Guru Granth Sahib?
- Are different types of writing in Guru Granth Sahib true in different ways?
- Is personal spiritual experience more important than Guru Granth Sahib for Sikhs in understanding their religion?
- How do Sikhs use Guru Granth Sahib to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Sikhs believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How do the Gurus influence and inspire Sikhs?
- How do Sikhs' beliefs make a difference to their lives?
- How has Sikhism inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Sikhs believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Sikhs to behave well towards others?

Does living out parents' religious beliefs/traditions e.g. Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Sikh family?
- How might a Sikh background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Sikhs respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

RE in Key Stage 3

Throughout this key stage pupils extend their understanding of Christianity and at least Buddhism and Sikhism as other religions in local, national and global contexts. They also explore issues of interfaith dialogue. Optional other religions can be added to the Key Stage 3 RE course and those selected may be included for a number of reasons, for example because there are pupils of these faiths in school; there are staff from these faiths in school; there is a particular interest in these faiths on the part of teachers and/or pupils; there are people of these faiths in the local community. Key questions can be explored through religion specific study or/and thematic approaches across two or more religions and belief systems.

Pupils deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.

They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

Key aspects of RE

Learning about religion

Pupils should be taught to:

- investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
- apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
- interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- interpret a variety of forms of religious and spiritual expression.

Learning from religion

Pupils should be taught to:

- reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments

- evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas
- express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
- reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
- express their own beliefs and ideas, using a variety of forms of expression.

Experiences and opportunities:

All pupils should have the chance to experience some or all of the following opportunities:

- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues
- visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion
- discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in RE, using reasoned, balanced arguments
- using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully
- exploring the connections between RE and other subject areas such as the arts, humanities, literature, science.

Breadth of study

During this key stage pupils should engage with the following key questions:

Believing

- To what extent is a person's purpose in life determined by their understanding of God?
- To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?
- Is it helpful that scientific advances/discoveries challenge people's beliefs?
- Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

Behaving

- To what extent do people's religious/spiritual beliefs affect their personal relationships?
- Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?
- To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?
- How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

Belonging

- Should people be allowed to express their spirituality in any way they choose?

Interfaith Dialogue focused questions must be addressed and appear separately within the *Believing, Behaving and Belonging* elements of the Key Stage 3 programme of study (see page 45). Ideas for breaking down these questions and suggested content can be found on the following pages for Christianity, Buddhism and Sikhism and Appendix C contains more ideas, including guidance on expected standards, for these religions and other faiths.

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Buddhism and Islam
- other religions, as appropriate
- a secular world view, where appropriate.

Questions

Questions form the heart of this syllabus to highlight for all its readers that RE is an exploration and enquiry which can give rise to diverse answers and beliefs. There are nine key questions to explore in Key Stage 3. They have been grouped into three main areas of focus: *believing, belonging, behaving* and interpreted in the light of each faith tradition to be studied.

It is important to remember that all nine key questions must be addressed in the exploration of Christianity. In the study of Buddhism and Sikhism teachers must ensure that all three areas of focus (*believing, belonging* and *behaving*) are addressed. If other optional traditions are included, enquiry need not reflect this balance.

The questions provided for this key stage should be used creatively. They need to be broken down into ones that are more tightly focused and some suggestions are provided. Developing this idea further, an example from Christianity might be: 'What do Christians understand to be the purpose of human life?' from *Believing* might become a series of questions which includes ones such as, 'Why do some Christians believe that God wants them to live a life of service to others?' or 'What are the main ideas/beliefs that influence your responses to other people?'

In addition, questions from this first area of focus can be linked with others from a different area. This might mean that alongside the question suggested above related to *Believing*, pupils might engage with others emerging from *Behaving* such as: 'How and why does Christian Aid put the teachings of Christianity into practice in relation to issues of social justice?' or 'Why do so many people think it is important to help others?'

This example shows how questions can be drawn from different areas of focus and reworded to create a mini unit of study.

Alternatively, questions from sections on different religions can be combined to help pupils develop an understanding of the similarities and differences between religions.

In planning RE courses, it is essential that sufficient emphasis is given to the *Learning from religion* aspect of the subject. Suggestions for appropriate questions are made in relation to each area of focus on page 45. The questions a teacher poses, or encourages pupils to pose, will depend upon the key concepts chosen to shape each unit of study (See planning guidance on pages 13-17). Although the content of the RE exploration has also been outlined, the purpose of this is to support teachers and learners address the key questions.

Attainment in RE

It is expected that the majority of pupils will work between levels 3-8 during Key Stage 3 and by the age of 14 most will attain at least level 5. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages 114-147 for level descriptions in detail). Exemplar expectations are provided in relation to suggested questions and content. These are only examples and, in the light of what has been said above about using questions creatively, they may need to be amended to reflect the work covered.

Time recommendation

The agreed syllabus has been based on the expectation that pupils in Key Stage 3 will receive 45 hours per year of RE.

SUGGESTED LEARNING FROM RELIGION QUESTIONS RELATED TO EACH OF THE KEY STAGE 3 KEY QUESTIONS

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How effectively do religions express their beliefs through the arts?
- Why are the arts so often used to express religious beliefs?
- Do you think human beings have a spiritual 'side'? How and why do some experiences give rise to feelings that are called spiritual? How might spiritual feelings be distinct from emotional feelings?
- What is worship? Is all worship religious?
- Which of the styles of worship you have learned about might most attract/interest/inspire you and why?
- How might the wearing of symbols, including religious symbols, help someone and/or antagonise others?
- Is it acceptable to express your spirituality in a way that causes harm to yourself and/or others?
- How could the expression of one person's beliefs/spirituality contravene the human rights of another?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What are the main arguments for the existence/non-existence of God?
- What do you believe about God and why?
- What do you consider to be the purpose of human life and why? What does it mean to have a free will?
- How does your understanding of God make a difference to your sense of purpose in life?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- Is it important to be able to tell if something is true or not? Why?
- How do you decide what is true, right and wrong?
- What is meant by conscience?
- Is it important to you that other people share the same ideas about truth, right and wrong?
- What part does the media play today in influencing ideas of truth, right and wrong?
- Is truth absolute?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- To what extent are you influenced by scientific and/or religious thinking in working out what is true, right and wrong? Why?
- Does it matter whether you have thought about what science and religion say about issues? Why?
- How does it feel when your beliefs are challenged?
- To what extent do religion and science challenge each other equally?
- Is time something that goes in circles or straight lines?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- What is the value of discussion with people who have very different ideas from your self?
- Is it important for spouses/partners to share the same faith/beliefs? Why?
- Are everyone's views about religion/religious beliefs equally important?
- What do you think are the advantages and disadvantages of there being different ways of belonging to each religion?
- Can all religions/belief systems be true?
- One God, many or none – what do you think and why?
- What causes religious intolerance?
- To what extent does religious disagreement and religious intolerance influence the world around us?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- What influences you in your relationships with others?
- How important are loyalty and forgiveness in relationships?
- What might your responses to relationships reveal about your beliefs?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How important is it to you to make the most of all your rights? Why?
- What importance do you give to your responsibilities?
- Should rights always be accompanied by responsibilities?
- How do you decide/know what your responsibilities are? Are they different at different times?
- Do you think it is important to protect the rights of others? Why?
- Do all religions promote the same human rights and responsibilities?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Is it important to be aware of global issues? Why?
- What do you think are the most important current global issues and why?
- Is it important to do 'one's bit' in relation to global issues? Why?
- To what extent do you agree with the idea that 'one person can make a difference'?
- Is it important to you to play a part in your community? Why? How can you do this?
- Do you believe all people are equal? Why?
- What responsibilities do humans have towards animals?
- Do you think worldwide peace is a possibility?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why might it be beneficial to have people with diverse ideas in a team? How might this cause difficulties?
- Have you ever benefited from being with/working with people who are very different from yourself? How?
- What might be the benefits of people getting to know others from different backgrounds, cultures and religions? What might be the challenges?
- Is it always possible to solve differences through talking or is fighting sometimes inevitable?
- Do you think social and religious harmony are possible locally, nationally and globally?

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Learning about Christianity in Key Stage 3 : some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Christians express their beliefs in worship?
- How do Christians express their beliefs and experiences through the arts?
- How do Christians make their beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Christians believe about the nature of God as revealed in the Doctrine of the Trinity? Why?
- What do Christians understand to be the purpose of human life?
- What do Christians believe about their place in the world?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Christians use the Bible to help them decide what is true, right and wrong?
- How do Christians use Christian writings to help them decide what is true, right and wrong?
- What is the role of Christian leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do Christians resolve the conflict between theories of evolution and the creation narratives found in Genesis?
- In what ways have modern advances in medicine and other sciences challenged Christians?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Christians understand and respond to denominational diversity?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Christian influence your family life?
- How might being a Christian influence your relationships with friends and partners?
- How might being a Christian influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Christian beliefs influence approaches to the rights and responsibilities of being a citizen?
- Why do Christians believe it is important to protect the rights of others?
- Should Christians take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Christians get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Christians from different denominations choose to work together?
- Why might Christians find it difficult to live and work alongside people whose Christian beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous page, that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*.

Suggestions about content and attainment expectations are set out in Appendix C.

Learning about Buddhism in Key Stage 3

Learning about Buddhism in Key Stage 3: some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How are Buddhist beliefs reflected in meditation?
- How are the key beliefs of different Buddhist groups expressed in the symbolism and art of the Buddhist tradition?
- How do Buddhists make their beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- Why does Buddhism have little to teach about God?
- What does Buddhism teach about the nature of life?
- What do Buddhists believe about death and the purpose of life

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Buddhists use Buddhist writings to help them decide what is true, right and wrong?
- What is the role of Buddhist leaders/teachers in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do the teachings of Gotama Buddha relate to scientific enquiry?
- How might modern advances in medicine and other sciences challenge Buddhists?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Buddhists understand and respond to diversity within Buddhism?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Buddhist influence your family life?
- How might being a Buddhist influence your relationships with friends and partners?
- How might being a Buddhist influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Buddhist beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Buddhist teachings encourage Buddhists to protect the rights of others?
- Should Buddhists take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- How and why might Buddhists get involved with global issues?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- How and why might people from different expressions of Buddhism work together?
- Are there any reasons why Buddhists might find it difficult to live and work alongside people whose Buddhist beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored.

Suggestions about content and attainment expectations are set out in Appendix C.

Learning about Islam in Key Stage 3 : Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Muslims express their beliefs in worship?
- How do Muslims express their beliefs and experiences through the arts?
- How do Muslims make their beliefs known publically?

BELIEVING

To what extent is a person’s purpose in life determined by their understanding of God?

- What do Muslims believe about the nature of God? Why?
- What do Muslims understand to be the purpose of human life?
- What do Muslims believe about their place in the world?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Muslims use the Qur’an to help them decide what is true, right and wrong?
- How do Muslims use Islamic writings to help them decide what is true, right and wrong?
- What is the role of Muslim leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people’s beliefs?

- How do Muslims resolve the conflict between theories of evolution and the creation?
- In what ways have modern advances in medicine and other sciences challenged Muslims?

Is it too much to ask people of different religions/philosophies to be respectful of each other’s beliefs?

- How do Muslims understand and respond to diversity within Islam?

BEHAVING

To what extent do people’s religious/spiritual beliefs affect their personal relationships?

- How might being a Muslim influence your family life?
- How might being a Muslim influence your relationships with friends and partners?
- How might being a Muslim influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Muslim beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Christians believe it is important to protect the rights of others?
- Should Muslims take active roles in their communities? If yes, how? Why?

To what extent do people’s religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Muslims get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Muslims from different traditions choose to work together?
- Why might Muslims find it difficult to live and work alongside people whose Muslim beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people’s sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out in Appendix C..

Interfaith Dialogue in Key Stage 3

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- Why might people of different faiths choose to belong to an interfaith group?
- How do people of different faiths live alongside one another in one family?
- Do people have the right to express their beliefs/spirituality publically?
- Do people have the right to try to convert others to their beliefs?

BELIEVING

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Christians and members of other religions understand/respond to other faiths?
- Why and how might people choose to meet together with others of different religious persuasions to exchange understandings of each others' beliefs and practices?

BEHAVING

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- How and why do people of different faith traditions engage together in activities to help the wider community?
- How and why do people from different faiths sometimes come into conflict?

RE 14-19

Throughout this phase, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally. They understand the importance of dialogue between and among different religions and beliefs. They gain a greater understanding of how religion and belief contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion in the world.

Key aspects of RE:

Learning about religion

Students should be taught to:

- investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments
- think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions
- develop their understanding of the principal methods by which religions and spirituality are studied
- draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
- use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning from religion

Students should be taught to:

- reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
- develop their own values and attitudes in order to recognise their rights and responsibilities in the light of their learning about religion
- relate their learning in RE to the wider world, gaining a sense of personal autonomy in preparation for adult life
- develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.

Requirements in Key Stage 4

All students must follow an externally accredited course leading to a qualification in 'Religious Studies' approved under Section 96 of the Learning and Skills Act 2000. Examinable courses which include elements of religious studies but are not primarily about religious studies will **not** meet the statutory requirements of this syllabus.

There is no requirement that students must sit public examinations but following such courses provides as many as possible with an opportunity to have their learning in the statutory curriculum subject of RE accredited.

Post-16 requirements

The aims of RE given on **page 5** of this syllabus continue to apply with post 16 students. Students should be encouraged to continue to develop the attitudes outlined in the introduction through their learning about and learning from religion.

Students in the 16-19 age range will have a wide range of abilities, experiences and interests and account should be taken of the fact that they are in post-compulsory education. Courses will vary in nature and length with some students on one-year and others on two-year courses. There is great potential for RE to enhance and broaden the post-16 curriculum and to support and complement other subjects. It should provide opportunities for the continuing spiritual, moral, social and cultural development of students.

Schools could consider a variety of ways in which students' entitlement to RE might be organised. In so doing they should ensure that:

- a minimum of 6 hours per year is provided for all students
- the RE provided gives all students an opportunity to build on and beyond what they have already achieved.

Ideally students should be able to gain some form of accreditation for their post-16 religious studies. In order to achieve this, a wider diversity of accredited courses than is currently available would need to be developed. However, students might be able to follow a Key Stage 4 short course GCSE with a full course qualification post-16. Some will choose to take AS and/or A2 courses.

To fulfil the requirements of this syllabus, students may follow a course leading to some form of accreditation without necessarily being entered for any associated examination.

Schools may choose to timetable RE as a discrete subject on a weekly/fortnightly basis. Some schools will provide RE as part of a general studies course. This might be through a modular arrangement with RE contributing a number of units of study alongside modules from other subjects. An externally accredited general studies course which includes modules identifiable as RE will be deemed to fulfil the statutory requirements of this syllabus.

Other schools will prefer to offer day-long conferences focused on RE. Keynote speakers can be selected for their specialist contributions. Such conferences should focus on aspects of units outlined in this syllabus.

When deciding what aspects of the syllabus to incorporate in what the school offers to students, it will be necessary to take into account the interests and areas of expertise of staff involved. It might also be appropriate and desirable to consult students about their interests as well.

Post-16 RE programme

Teaching with post-16 students should draw upon Christianity, other religions and secular belief systems. The course should build upon existing knowledge, understanding and skills. Planning should take account of the need for breadth and balance in RE provision. Unless working on an externally accredited course, students should have the opportunity to study aspects of some of these units outlined in the following pages:

- Christianity and the Bible as inspiration for literature, art, music and film
- Evil and Suffering
- Gender, Relationships and Religion
- Reasons for Belief in God
- Religious Diversity in the Twenty-First Century
- Religious Responses to Ethical and Social Issues
- Science and Religion

Study units for Post-16 Religious Education

Christianity and the Bible as inspiration for literature, art, music and film	
Key questions	Content
<ul style="list-style-type: none"> • Is any interpretation of the Bible and Christian ideas acceptable in literature, art, music and film? • Is literature, art, music and film inspired by the Bible relevant today? • Is any interpretation of religion acceptable?? 	<p>This unit should involve an exploration and comparison of examples of literature and/or art and/or music and/or films which have been inspired by Christian beliefs and/or Biblical texts. Teachers should draw on contemporary topical examples wherever possible.</p>
Evil and Suffering	
Key questions	Content
<ul style="list-style-type: none"> • Do religious and secular belief traditions adequately explain the existence of evil and suffering in the world? • Are some evils more evil than others? 	<ul style="list-style-type: none"> • The problem of evil and suffering • How the problems of evil and suffering can challenge religious belief • A range of religious and non-religious responses to faith and suffering • The above areas may include an exploration of the following: • The questions: how can a loving, all-powerful God allow evil and suffering? • Ideas/beliefs about the origin of evil? • Freewill and determinism • Religious and Humanist responses to suffering and the human condition eg Four Noble Truths, experiences of Job • Types of suffering
Gender, Relationships and Religion	
Key questions	Content
<ul style="list-style-type: none"> • Does God have a gender? • To what extent do religious teachings about and responses to sexual behaviours have relevance in the twenty-first century? • To what extent do religious teachings about relationships have relevance in the twenty-first century? • What relevance do the teachings of the world's religions have in defining the roles of men and women in the twenty-first century? 	<ul style="list-style-type: none"> • Gender related attributes of God eg Father, Mother Goddess, justice and wisdom, compassion and love, images of God • Religious authority, conscience and personal choice on issues such as marriage and divorce, sexual ethics, celibacy, same sex relationships/partnerships • Assisted marriage, forced marriage • Mixed faith marriages/relationships • The rights and roles of women in a variety of religious and secular belief traditions and communities

Reasons for Belief in God	
Key questions	Content
<ul style="list-style-type: none"> • Does believing in God make a difference? • How convinced are you by arguments put forward for the existence or non-existence of God and why? • To what extent can religious experience prove the existence of God? 	<ul style="list-style-type: none"> • Philosophical arguments for the existence of God eg ontological, cosmological, teleological, design • Arguments against the existence of God including the problem of evil • Individual grounds for believing in God including religious experience
Religious diversity in the Twenty-First Century	
Key questions	Content
<ul style="list-style-type: none"> • Does diversity within religions cause problems • Can all religions be true? • Has Had a positive impact upon the world? • Are all interpretations of religion justified? 	<ul style="list-style-type: none"> • Groups for consideration might include: modern Christian movements such as ecumenism, the house church movement, new age etc; Jehovah's Witnesses; Paganism; some eastern movements eg Transcendental Meditation; sects/cults eg Moonies, Children of God • Religions previously studied in response to this syllabus eg Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism • Other religions which might or might not have been studied previously eg Baha'i Faith, Taoism, Zoroastrianism • Secular ideologies eg Humanism, Marxism <p>Study should include:</p> <ul style="list-style-type: none"> • The history/origins of the religion/ideology • Key teachings and practices of the religion/ideology • Diversity of belief and practice within the faith • Impact of the religion/ideology on the lives of individuals and communities
Religious responses to ethical and social issues	
Key questions	Content
<ul style="list-style-type: none"> • Are the teachings of religions and/or secular belief systems helpful to people in making ethical decisions? 	<ul style="list-style-type: none"> • Personal rights and responsibilities • Responsibilities of communities • Global issues
Science and Religion	
Key questions	Content

- Is it inevitable that science and religion should be in conflict?
- To what extent do the discoveries of modern science make religious belief possible?
- Can the world's religions bring anything of value to the scientific enquiries of the twenty-first century?

- Nature of scientific proof and religious belief
- Theories of creation and evolution
- Dialogue between science and a variety of religions
- Issues arising from developments in science

Appendix A

Key Stage 1

CORE KEY STAGE 1 CHRISTIANITY: BELIEVING

Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> ▪ What do Christians believe makes a person special? ▪ How do Christians believe they should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> ▪ What did Jesus teach people about God? ▪ Why do Christians believe Jesus was the son of God? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> ▪ Do Christians believe the world belongs to God? ▪ How do Christians believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> ▪ Why is/are the Bible/Biblical stories important/sacred to Christians? ▪ Why is the story of the life of Jesus so important to Christians? ▪ What stories did Jesus tell and why did he tell them? 	<ul style="list-style-type: none"> ▪ Christians understand that they are all members of God's family with God as a loving father. They should care for others like brothers and sisters ▪ Everyone is important to God eg <ul style="list-style-type: none"> - The Lost Son - The Lost Sheep - Matthew 10:29-31 ▪ Jesus taught people and showed by example how God wanted them to live – Jesus's care for others, parables showing what God is like ▪ Jesus called God 'Father' eg in the Lord's Prayer ▪ Care for one another eg Good Samaritan, Golden Rule (Treat others as you would like them to treat you) ▪ The world is God's creation – eg creation story in Genesis 1, the story of Noah, hymns/songs celebrating the beauty of the world ▪ The Bible teaches people about God ▪ Stories showing the importance of the Bible eg the story of Mary Jones and her Bible ▪ Stories that are important to Christians including stories from the Old Testament eg Abraham, Joseph, Moses, Ruth, Esther ▪ Stories of the life of Jesus that show that Christians believe he was the son of God, the Messiah eg his baptism ▪ Stories/parables Jesus told to teach about God and how people should live eg the Good Samaritan 	<p>Pupils working at level 1 will be able to use some religious words and phrases to:</p> <ul style="list-style-type: none"> ▪ Recall some things Christians believe about God, Jesus, the world and the unique value of each person ▪ Recognise Christian beliefs about how people should treat others ▪ Recall why the Christian Bible and the life story of Jesus are important to Christians and some stories Jesus told ▪ Talk about their own beliefs about God and Jesus; what makes people special; ways in which they treat others and look after their environment <p>Pupils working at level 2 will be able to use religious words and phrases to:</p> <ul style="list-style-type: none"> ▪ Retell some stories Jesus told and things he said about God ▪ Identify some Christian beliefs about Jesus; the unique value of each person; why they should care for the world and others ▪ Identify why the Christian Bible and the life story of Jesus are important to Christians ▪ Recognise that questions about God, Jesus, the world, what makes people special are difficult to answer <p>Pupils working at level 3 will be able to use a developing religious vocabulary to:</p> <ul style="list-style-type: none"> ▪ Make links between Christian beliefs about God, Jesus, the world and the unique value of each person and stories found in the Christian Bible ▪ Ask important questions about and make links between their own and Christian beliefs about God, Jesus, the world and the unique value of each person.

CORE KEY STAGE 1 CHRISTIANITY: BEHAVING

Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why do people choose to follow Jesus? ▪ How do Christian leaders help people follow Jesus? ▪ How do Christians help people to follow Jesus? ▪ How does the Bible help people to follow Jesus? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Christians take care of the world? 	<ul style="list-style-type: none"> ▪ Life, example and teachings of Jesus ▪ Work of local Christian vicars, priests and ministers ▪ Examples of Christians of influence locally, nationally and globally, past and present eg Mother Teresa, Dr Barnardo, St Francis, Jonathan Edwards, Judy Simpson, people known in the local community ▪ How Christians use the Bible in church and at home especially to teach people through stories ▪ The world is God’s creation – eg creation story in Genesis 1. Christians believe that humans are stewards of God’s world. 	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Recognise that Christians learn from Christian leaders and role models and the Christian Bible ▪ Recognise why Christians might care for the world ▪ Talk about people they admire and who help them decide what is right and wrong <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify the importance of Christian leaders and role models and the Christian Bible in helping Christians understand their religion ▪ Retell narratives about Jesus and influential Christians ▪ Identify why Christians might care for the world ▪ Recognise why they admire some people and ideas and how they are helped to decide what is right and wrong <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Begin to identify the impact of Christian leaders and role models and the Christian Bible on believers ▪ Describe why Christians might care for the world ▪ Make links between their admiration for some people and ideas and how these help them decide what is right and wrong

COREKEY STAGE 1 CHRISTIANITY: BELONGING

Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about belonging in Christianity</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Christian family? ▪ How do people belong to the Christian community? ▪ How do Christians use their places of worship? ▪ Does belonging to the Christian community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Christians celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Christians use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - rituals? 	<ul style="list-style-type: none"> ▪ Shared customs including baptism ▪ Shared celebrations eg Christmas, Easter and Harvest Shared symbols of belonging ▪ Going to church including: how prayer and music are used, reading the Bible, Sunday as a special day. <ul style="list-style-type: none"> ▪ Christmas – celebration of Jesus’s birth ▪ Easter – celebration of Jesus’s resurrection ▪ Harvest – celebration of the riches of God’s world <p>Find out about Christian symbols and how and why they are used eg Cross and Crucifix; hot cross buns and Easter eggs; cribs, Christingle; dove; water; fish; symbolic features of churches; lights/candles in churches and celebrations; dress eg clerical dress, Salvation Army uniform</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> • Recognise elements of Christian family and community life; how and why Christians celebrate selected special times; Christian symbols and their use • Talk about symbols they use in their daily lives • Talk about where and how they feel they belong <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify elements of Christian family and community life; how and why Christians celebrate selected special times; Christian symbols and their use ▪ Suggest meanings for selected symbols ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe elements of Christian family and community life; how and why Christians celebrate selected special times, Christian symbols and their use; making links with Christian narratives ▪ Identify how and where they feel they belong ▪ Identify symbols are used in their daily lives

CORE KEY STAGE 1 JUDAISM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Judaism</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> ▪ What do Jews believe makes a person special? ▪ What do Jews believe about how people should treat others? ▪ How do the Jewish Bible and Rabbinic writings teach Jews who they are? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> ▪ What do the Jewish Bible and Rabbinic writings teach people about God? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> ▪ Do Jews believe the world belongs to God? ▪ How do Jews believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> ▪ What do Jews mean when they use the words 'Bible', 'Torah' and 'Tanach.'? ▪ Why is/are the Bible/Biblical stories and Rabbinic writings important/sacred to Jews? ▪ How do the stories in the Bible and Rabbinic writings teach Jews how to live today? 	<ul style="list-style-type: none"> ▪ Belief that human beings are made in the image of God ▪ Human beings all come from a single origin (Adam). From this, Rabbinic teaching that 'Anyone who saves one human life is like one who has saved the whole world' (Talmud BavaBatra 11a) ▪ Midrashic story about Abraham as a child in the cave and how he discovered the One God. ▪ Jews believe there is only one God, God is the creator and God cares for people and the world. ▪ God wants people to look after the world eg the story of creation in Genesis 1 ▪ God wants people to care for one another eg Leviticus 19:18. ▪ Caring for world (TikkunOlam) and for people also shown in Shabbat, celebrations of harvest eg Sukkot and Shavuot also TuB'Shvat. ▪ Stories from Jewish texts eg Abraham (call, journey to Promised Land, birth of Isaac etc), Joseph, Moses (birth, burning bush, saving slaves, travels in the desert, Ten Commandments etc), Joshua, Jonah, Esther. ▪ Jews use the words Bible or Tanach to mean what Christians call the 'Old Testament'. The 'Torah' is the first five books of the Bible and is more important to Jews than the other books. 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall Jewish beliefs about God and the Torah; stories from the Jewish Bible and Rabbinic writings about God's care for people and the world ▪ Talk about what has interested them about Judaism; what they have learned from Jewish stories and practices; what they have learned from other stories; their own beliefs about God <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell some stories from the Jewish Bible and Rabbinic writings about God's care for people and the world ▪ Identify Jewish beliefs about God, the world, the Torah and the Bible; about how people should live with others and treat the world ▪ Recognise what they have learned from Jewish stories; what they have learned from other stories; their own ideas and beliefs about God <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Jewish beliefs about God. the world, the Torah and the Bible; about how people should live with others and treat the world ▪ Make links between stories about God's care for people and the world in the Jewish Bible and Rabbinic writings and beliefs about God ▪ Ask important questions about what they have learned from Jewish stories and beliefs; what they have learned from other stories ▪ Recognise similarities and differences between their own and Jewish beliefs about God and the world

CORE KEY STAGE 1 JUDAISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Judaism</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how is the Torah important to Jews? ▪ Why and how are rabbis important to Jews? ▪ How are Rabbinic writings (Mishnah, Talmud, Codes of Jewish law) important to Jews? ▪ How do Jews learn from the example of other Jews including leaders, parents etc ▪ How do Jews show reverence for the Torah and holy writings and show how important they are for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Jews take care of the world? ▪ What do the Torah and Rabbinic writings teach about our relationship with the world? 	<ul style="list-style-type: none"> ▪ Torah scrolls – sacred writings for Jews, word of God, containing rules and stories to help show people how God wants them to live ▪ Rabbinic writings (Mishnah, Talmud) – texts that help Jews to understand and interpret the Torah. Eg. What did Cain say to Able? What was Abraham like as a child? (story of breaking his father’s idols) Why was Moses chosen to lead the Jews? ▪ The concept of a ‘mitzvah’ (pl. mitzvot) or commandment-- a rule from the Torah teaching Jews that they must do something or not do something. That there are 613 commandments in the Torah (not just 10). ▪ The role and work of a rabbi (eg.. as someone who teaches other Jews about commandments/mitzvot, in pastoral role) ▪ Hear stories about leaders and teachers who have influenced and continue to influence Jewish life and consider why they are important esp Abraham (trust in God, obeying God, arguing with God) and Moses (leading the Jews out of Egypt, revelation at Mount Sinai, teaching the Torah). Could also consider influence of grandparents and authors. ▪ Human beings are responsible for taking care of the world. See especially the story of creation of human beings in Genesis Chapters 1-2 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall the role of the Torah in Jewish life and stories about important people in Jewish tradition (prophets, other biblical characters and Rabbis) ▪ Talk about how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of Torah teaches Jews how to live (especially the role of commandments/mitzvot) ▪ Identify why Jews might care for the world ▪ Retell narratives about important people in Jewish tradition (prophets, other biblical characters and Rabbis) ▪ Recognise how their values are influenced by religious teachings and by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how the Torah teaches Jews how to live (especially the role of commandments/mitzvot) ▪ Describe why Jews might care for the world ▪ Begin to identify the impact Jewish role models and rabbis have on others ▪ Make links between role models and religious teachings in their own lives and how these people and teachings help them decide what is right and wrong

CORE KEY STAGE 1 JUDAISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Judaism</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Jewish family? ▪ How do people belong to the Jewish community? ▪ How do Jews use their places of worship? ▪ Does belonging to the Jewish community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Jews celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Jews use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? 	<ul style="list-style-type: none"> ▪ Shared customs eg mitzvot, kosher food, observance of Shabbat, festivals, Mezuzah, Israel and Jerusalem ▪ Synagogues – places to meet, study (eg Religion school/ Cheder), worship God and celebrate life cycle events eg marriage, bar/bat mitzvah and baby naming/blessing. Features of a synagogue and their purpose; significance and care of the Torah ▪ Explore some festival celebrations eg Rosh Hashanah, Yom Kippur, Pesach, Sukkot, Hanukkah and Purim ▪ Explore Shabbat as a weekly celebration within Judaism – the how and why; symbols used including challah (bread), wine, candles, food, clothes eg kippah (skull cap), tallit (prayer shawl) ▪ Other Jewish symbols eg Magen David (Shield of David), menorah, mezuzah, features of synagogues 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Jewish life and practice at home and in the synagogue; ▪ Recognise how and why Jews celebrate selected festivals; Jewish symbols and how and why they are used ▪ Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives ▪ Talk about how and where they feel they belong <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Jewish life and practice at home and in the synagogue ▪ Identify ways in which Jews celebrate selected festivals, suggesting meanings for some of the practices/customs; Jewish symbols suggesting meanings for them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Jewish life and practice at home and in the synagogue recognising similarities/differences with other religions ▪ Describe how and why Jews celebrate selected festivals, including making links with Jewish texts ▪ Ask important questions about Jewish celebrations comparing them with their own experiences ▪ Identify how and where they feel they belong ▪ Identify ways symbols are used in their daily lives

Learning about the Baha'i faith in Key Stage 1

Some suggestions for how key questions might be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Baha'i family?
- How do people belong to the Baha'i community?
- How do Baha'is use their places of worship?
- Does belonging to the Baha'i community make a difference to people?

Are religious celebrations important to people?

- How and why do Baha'is celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Baha'is use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - rituals?

BELIEVING

Who do I believe I am?

- What do Baha'is believe makes a person special?
- What do Baha'is believe about how people should live with others?

Is God important to everyone?

- What did the Bab and Baha'u'llah teach people about God?

Does the world belong to God?

- Do Baha'is believe the world belongs to God?
- How do Baha'is believe the world came about?

What can I learn from stories from religious traditions?

- Why are their holy books important to Baha'is?
- Why are stories of the Bab, Baha'u'llah and Abdu'lBaha so important to Baha'is?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how are the Bab, Baha'u'llah and Abdu'lBaha so important to Baha'is?
- How do Baha'is learn from the example of other Baha'is including leaders, parents etc?
- How do Baha'is show reverence for their holy books and show how important they are for them?

Should people take care of the world?

- Should Baha'is take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing*, *belonging*, *behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 1 BAHÁ'Í: BELIEVING

Learning about religion	Content	Expectations
<p>Possible questions about <i>believing</i> in the Baha'í faith</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> ▪ What do Baha'is believe makes a person special? ▪ What do Baha'is believe about how people should live with others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> ▪ What did the Bab and Baha'u'llah teach people about God? ▪ How do Baha'is believe they should treat other people? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> ▪ Do Baha'is believe the world belongs to God? ▪ How do Baha'is believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> ▪ Why are their holy books important to Baha'is? ▪ Why are stories of the Bab, Baha'u'llah and Abdu'l-Baha so important to Baha'is? 	<ul style="list-style-type: none"> ▪ The belief that every one of us is 'a mine rich with gems of inestimable value' ▪ The belief that God is unknowable except through his Manifestations. Manifestations are how Baha'is describe the great prophets who are "reflections of God". The two Manifestations of the Baha'í Faith are the Bab and Baha'u'llah. Baha'is believe in the unity of God and ultimately in the unity of religion (ie all religions are one, there is one eternal Faith of God). The Writings of Baha'u'llah are the central Holy Books of the Baha'í Faith. ▪ Bahá'í belief that the universe and all creatures and forces within it have been created by a single supernatural Being. This Being, whom Baha'is and many others call God, has absolute control over His creation (omnipotence) as well as perfect and complete knowledge of it (omniscience). Although we may have different concepts of God's nature, although we may pray to Him in different languages and call Him by different names--Allah or Yahweh, God or Brahma--nevertheless, we are speaking about the same unique Being. ▪ Find out about the lives of the Bab, Baha'u'llah and Abdu'l-Baha 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following:</p> <ul style="list-style-type: none"> ▪ Recall some things Baha'is believe about what makes people special, how we should treat one another, God; what Baha'í holy books are called and how they are treated; that The Bab and Baha'u'llah are important to Baha'is ▪ Recognise the expression 'Manifestations of God' ▪ Talk about their own ideas about God and how to care for special things, themselves and other people <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following:</p> <ul style="list-style-type: none"> ▪ Identify Baha'í beliefs about what makes people special, how we should treat one another, God; Baha'í holy books and suggest why they are treated as they are; why the Bab and Baha'u'llah are important to Baha'is ▪ Recognise the expression 'Manifestations of God'; that questions about God are difficult to answer ▪ Respond sensitively to beliefs about what makes people special and also the ways people like their special things cared for <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following:</p> <ul style="list-style-type: none"> ▪ Describe Baha'í beliefs about what makes people special, how we should treat one another, God; what is meant by 'Manifestations of God'; how Baha'í holy books are cared for; why the Bab and Baha'u'llah are important to Baha'is ▪ Recognise similarities and differences between their own and Baha'í beliefs about human beings and God

OPTIONAL KEY STAGE 1 BAHAI: BEHAVING

Learning about religion	Content	Expectations
<p>Some possible questions about <i>behaving</i> in the Baha'i faith</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how are the Bab, Baha'u'llah and Abdu'lBaha so important to Baha'is ▪ How do Baha'is learn from the example of other Baha'is including leaders, parents etc ▪ How do Baha'is show reverence for their holy books and show how important they are for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Baha'is take care of the world? 	<ul style="list-style-type: none"> ▪ Investigate the lives of the Bab and Baha'u'llah and their importance for Baha'is ▪ Investigate the life of 'Abdu'l Baha, his visits to the U.K. and how he is understood to be an example to follow. ▪ Find out about Baha'i holy writings and how they are used by Baha'is ▪ Find out about Baha'i teachings on caring for the world 	<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall some lessons Baha'is learn from the example of key Baha'i figures and from holy writings ▪ Talk about what it feels like to have learned from people they know ▪ Talk about their own and Baha'i beliefs about care of the world <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify some lessons Baha'is learn from the example of key Baha'i figures and from holy writings ▪ Recognise lessons they have learned from people they know ▪ Recognise their own and Baha'i beliefs about care of the world <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between lessons Baha'is learn from the example of 'key Baha'i figures and from holy writings and their own values and commitments ▪ Identify lessons they have learned from people they know ▪ Identify what influences their ideas about caring for the world and how these ideas compare with Baha'i teachings

OPTIONAL KEY STAGE 1 BAHAI: BELONGING

Learning about religion	Content	Expectations
<p>Some possible questions about <i>belonging</i> in the Baha'i faith</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Baha'i family? ▪ How do people belong to the Baha'i community? ▪ How do Baha'is use their places of worship? ▪ Does belonging to the Baha'i community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Baha'is celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Baha'is use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - Rituals? 	<ul style="list-style-type: none"> ▪ Look at shared customs and family-centred worship, community life and religious organisation without clergy ▪ Find out about the Baha'i calendar of 19 months of 19 days and the feast they celebrate each month ▪ Research information about the Baha'i Holy Days, the festivals of Naw-Ruz and Ridvan in particular, find out how they are celebrated ▪ Find out about Baha'i symbols such as the "Greatest Name", the Ringstone symbol and the nine pointed star ▪ Examine the actions and symbols used in rites of passage, consider how they reflect Baha'i teachings about the family and life after death. 	<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Baha'i life and practice at home and in community ▪ Recognise and name Baha'i special times; symbols used by Baha'is ▪ Recall how Baha'is celebrate special times ▪ Talk about ways in which they celebrate special times and symbols they use <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Baha'i life and practice at home and in community ▪ Identify some times that are special for Baha'is and ways in which they are celebrated ▪ Suggest meanings for Baha'i symbols ▪ Ask, and respond sensitively to, questions about their own and others' special times and symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Baha'i life and practice at home and in community recognising similarities/differences with other religions ▪ Describe some times that are special for Baha'is and how they are celebrated; symbols used by Baha'is and how they express Baha'i beliefs ▪ Identify links between aspects of their own and Baha'i special times and use of symbols

Learning about Buddhism in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Buddhist family?
- How do people belong to the Buddhist community?
- How do Buddhists use their places of worship?
- Does belonging to the Buddhist community make a difference to people?

Are religious celebrations important to people?

- How and why do Buddhists celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Buddhists use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - Rituals?

BELIEVING

Who do I believe I am?

- What do Buddhists believe makes a person special?
- How do Buddhists believe they should treat others?

Is God important to everyone?

- What do Buddhists believe about God?

Does the world belong to God?

- Do Buddhists believe the world belongs to God?
- How do Buddhists believe the world came about?

What can I learn from stories from religious traditions?

- Why Buddhist stories important/sacred to Buddhists?
- Why is the story of the life of Gotama Buddha so important to Buddhists?
- What stories did Gotama Buddha tell and why did he tell them?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how is Gotama Buddha important to Buddhists?
- Why and how is a teacher important to Buddhists?
- How do Buddhists learn from the example of other Buddhists including leaders, parents etc?
- How do Buddhists show reverence for their scriptures and show how important they are for them?

Should people take care of the world?

- Should Buddhists take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 1 BUDDHISM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p align="center">Some questions about <i>believing</i> in Buddhism</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> ▪ What do Buddhists believe makes a person special? ▪ How do Buddhists believe they should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> ▪ What do Buddhists believe about God? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> ▪ Do Buddhists believe the world belongs to God? ▪ How do Buddhists believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> ▪ Why Buddhist stories important/sacred to Buddhists? ▪ Why is the story of the life of Gotama Buddha so important to Buddhists? ▪ What stories did Gotama Buddha tell and why did he tell them? 	<ul style="list-style-type: none"> ▪ Gotama Buddha taught that everyone will have unhappiness in their lives and this is caused by always wanting things ▪ Buddhist teachings on compassion, giving generously, truthfulness ▪ Find out what Buddhists believe about the world ▪ Learn about how the Buddha's teachings were memorised and passed on by word of mouth for a long time before they were written down in the Tipitaka ▪ What Buddhist scriptures look like ▪ The significance of Buddhist scriptures for Buddhists ▪ Find out about the life of Gotama Buddha ▪ Explore stories told by Gotama Buddha from which Buddhist learn important truths eg The Monkey King, The Buddha and the wounded swan, the Lion and the Jackal, The Buddha and Angulimala 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall Buddhist teachings about God, the world, people and how people should treat others. ▪ Recall stories about Gotama Buddha ▪ Talk about what is interesting about Buddhist teachings <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Buddhist teachings about God, the world, people and how people should treat others Retell stories about Gotama Buddha ▪ Ask, and respond sensitively to, questions about what they have found interesting about Buddhist teachings <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Buddhist teachings about God, the world, people and how people should treat others ▪ Make links between stories about Gotama Buddha and Buddhist beliefs ▪ Ask important questions about Buddhist teachings comparing them with their own ideas

OPTIONAL KEY STAGE 1 BUDDHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p align="center">Some possible questions about <i>behaving</i> in Buddhism</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how is Gotama Buddha important to Buddhists? ▪ Why and how is a teacher important to Buddhists ▪ How do Buddhists learn from the example of other Buddhists including leaders, parents etc ▪ How do Buddhists show reverence for their scriptures and show how important they are for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Buddhists take care of the world 	<ul style="list-style-type: none"> ▪ Ways in which Buddhist children learn about their faith eg from parents, from monks/teachers in monasteries/Buddhist centres; visiting Buddhist monasteries/centres at times of special celebration ▪ Alms giving ▪ The way in which many Buddhist boys in some parts of the world spend time in monasteries ▪ Learn about how Siddhattha Gotama became a Buddha ▪ Explore stories from the life of Gotama Buddha that teach Buddhists how to live eg The Monkey King, The Buddha and the wounded swan, the Lion and the Jackel, The Buddha and Angulimala ▪ Consider how some Buddhist stories encourage care for aspects of the world and everything in it 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Buddhist life, practice and teaching; what Buddhists learn from the example and teachings of Gotama Buddha and other Buddhists ▪ Recall narratives about Gotama Buddha ▪ Talk about how they learn from people they admire/respect and anything they have learned from narratives about Gotama Buddha <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Buddhist life, practice and teaching; what Buddhists learn from the example of Gotama Buddha and other Buddhists ▪ Retell narratives about Gotama Buddha ▪ Recognise how their values are influenced by people they admire/respect and anything they have learned from narratives about Gotama Buddha <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Buddhist life, practice and teaching recognising similarities/differences with other religions; what Buddhists learn from the example of Gotama Buddha and other Buddhists ▪ Identify how people influence them and anything they have learned from narratives about Gotama Buddha

OPTIONAL KEY STAGE 1 BUDDHISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p align="center">Some questions about <i>belonging</i> in Buddhism</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Buddhist family? ▪ How do people belong to the Buddhist community? ▪ How do Buddhists use their places of worship? ▪ Does belonging to the Buddhist community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Buddhists celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Buddhists use symbols in <ul style="list-style-type: none"> ♦ everyday life? ♦ places of worship? ♦ celebrations? ♦ Rituals? 	<ul style="list-style-type: none"> ▪ Explore various ways in which Buddhists celebrate eg community celebrations at monasteries ▪ Explore Buddhist festivals eg Wesak and how it celebrates key times in the life of Gotama Buddha ▪ Explore ways in which the qualities of Gotama Buddha are expressed in Buddha rupas eg mudras (hand gestures), earlobes etc ▪ Explore features of Buddhist shrines at home and in temples and how they are used 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise how and why Buddhists celebrate selected special times: Buddha rupas and features of Buddhist shrines ▪ Talk about times that are special to them and others; what they do with and about things that are special to them; symbols they use in their daily lives ▪ Talk about how and where they feel they belong <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify how and why Buddhists celebrate selected special times, suggesting meanings for some practices/customs; Buddha rupas and features of Buddhist shrines suggesting meanings for aspects of them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about special times; how they and others respond to things that are special to them ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how and why Buddhists celebrate selected special times, including making links with Buddhist narratives; describe some forms of Buddhist expression including practices/customs; Buddha rupas and features of Buddhist shrines suggesting meanings for aspects of them ▪ Ask important questions about Buddhist celebrations comparing them with their own experiences; how they and others respond to things that are special to them ▪ Identify how and where they feel they belong ▪ Identify ways symbols are used in their daily lives

Learning about Hinduism in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Hindu family?
- How do people belong to the Hindu community?
- How do Hindus use their places of worship?
- Does belonging to the Hindu community make a difference to people?

Are religious celebrations important to people?

- How and why do Hindus celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Hindus use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - Rituals?

BELIEVING

Who do I believe I am?

- What do Hindus believe makes a person special?
- How do Hindus believe people should treat others?

Is God important to everyone?

- What do Hindus believe about God?
- How are beliefs revealed in murtis?

Does the world belong to God?

- Do Hindus believe the world belongs to God?
- How do Hindus believe the world came about?

What can I learn from stories from religious traditions?

- Why are Hindu scriptures/stories important/sacred to Hindus?
- Why are stories of Hindu deities so important to Hindus?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how are the examples set by Hindu deities important to Hindus?
- Why and how are Hindu pandits important to Hindus?
- How do Hindus learn from the example of other Hindus including leaders, parents etc
- How do Hindus show reverence for their scriptures and show how important they are for them?

Should people take care of the world?

- Should Hindus take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 1 HINDUISM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p align="center">Some questions about <i>believing</i> in Hinduism</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> ▪ What do Hindus believe makes a person special? ▪ How do Hindus believe people should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> ▪ What do Hindus believe about God? ▪ How are beliefs revealed in murtis? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> ▪ Do Hindus believe the world belongs to God? ▪ How do Hindus believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> ▪ Why are Hindu scriptures/stories important/sacred to Hindus? ▪ Why are stories of Hindu deities so important to Hindus? 	<ul style="list-style-type: none"> ▪ What Hindu stories teach about how people should live with one another ▪ Learn that God takes many forms. ▪ Explore murtis (images of deities) and how they are cared for ▪ God cares for the environment seen through stories eg Krishna and the Kaliya serpent. The importance of caring for all living things including animals, plants valued for their uses. ▪ Hear stories about Hindu deities eg Krishna the Butter Thief, Rama as a child, Rama and Sita, stories about Ganesh ▪ Explore how Hindu scriptures/stories teach the importance of good overcoming evil 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall what Hindus believe about God; how they learn about God and show reverence for God; the qualities of the deities studied and how these might be met in daily life; what Hindus believe about caring for others and the environment ▪ Talk about what has interested them about Hindu beliefs and practices; their own beliefs about God <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Hindu beliefs about God; ways in which Hindus learn about and show reverence for God; the qualities of the deities studied and how these might be met in daily life; Hindu beliefs about caring for others and the environment ▪ Ask, and respond sensitively to, questions about what has interested them about Hindu beliefs and practices; their own beliefs about God <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Hindu beliefs about God; ways in which Hindus learn about and show reverence for God; the qualities of the deities studied and how these might be met in daily life; Hindu beliefs about caring for others and the environment ▪ Ask important questions about their own and Hindu beliefs about God, recognising similarities and differences; their own and Hindu beliefs about caring for the environment

OPTIONAL KEY STAGE 1 HINDUISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Hinduism</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how are the examples set by Hindu deities important to Hindus? ▪ Why and how are Hindu teachers important to Hindus? ▪ How do Hindus learn from the example of other Hindus including leaders, parents etc ▪ How do Hindus show reverence for their scriptures and show how important they are for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Hindus take care of the world? 	<ul style="list-style-type: none"> ▪ Consider lessons learned from and values expressed in stories about Hindu deities and teachers eg Ganesh, Krishna, Rama, Raven – especially stories about their childhoods which illustrate family values. Think about how these values should influence Hindu daily life ▪ Find out about examples of ways in which Hindus care for the environment 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Recall narratives about Hindu deities ▪ Recognise why Hindus might care for the world ▪ Talk about how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Identify why Hindus might care for the world ▪ Retell narratives about Hindu deities ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Describe why Hindus might care for the world ▪ Identify how people and things influence them

OPTIONAL KEY STAGE 1 HINDUISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Hinduism</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Hindu family? ▪ How do people belong to the Hindu community? ▪ How do Hindus use their places of worship? ▪ Does belonging to the Hindu community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Hindus celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Hindus use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - Rituals? 	<ul style="list-style-type: none"> ▪ Acknowledge that Hinduism is linked with Indian and Indian culture eg including food, dress, language ▪ Find out about the importance of showing respect and good manners to others eg use of greeting 'Namaste' ▪ Find out about home shrines and puja performed there ▪ Find out about Hindu festivals eg Diwali, Dusshera, Raksha Bandhana, Krishna's Birthday– how and why they are celebrated ▪ Explore links between the symbolism in some murtis and Hindu beliefs about them eg Ganesh and Krishna including their colours and clothes ▪ Find out about how Hindus welcome and celebrate the birth of a baby ▪ Find out about Hindu symbols and how and why they are used ▪ Consider how rituals can express beliefs 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise elements of Hindu family and community life; how and why Hindus celebrate selected special times; Hindu symbols and their use ▪ Talk about symbols they use in their daily lives ▪ Talk about where and how they feel they belong <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify elements of Hindu family and community life; how and why Hindus celebrate selected special times; Hindu symbols and their use ▪ Suggest meanings for the symbolism of selected murtis ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe elements of Hindu family and community life; how and why Hindus celebrate selected special times, Hindu symbols and their use; making links with Hindu narratives ▪ Identify how and where they feel they belong ▪ Identify symbols are used in their daily lives

Learning about Islam in KEY STAGE 1

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Muslim family?
- How do people belong to the Muslim community?
- How do Muslims use their places of worship?
- Does belonging to the Muslim community make a difference to people?

Are religious celebrations important to people?

- How and why do Muslims celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Muslims use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - Rituals?

BELIEVING

Who do I believe I am?

- What do Muslims believe makes a person special?
- How do Muslims believe they should treat others?

Is God important to everyone?

- What did the Prophet Muhammad teach people about God?
- Why are there not images of the Prophet Muhammad?

Does the world belong to God?

- Do Muslims believe the world belongs to God?
- How do Muslims believe the world came about?

What can I learn from stories from religious traditions?

- Why is the Qur'an important/sacred to Muslims?
- Why is the story of the life of the Prophet Muhammad so important to Muslims?
- What stories did the Prophet Muhammad tell and why did he tell them?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how is the Prophet Muhammad important to Muslims?
- Why and how is an imam important to Muslims?
- How do Muslims learn from the example of other Muslims including leaders, parents etc?
- How do Muslims show reverence for the Qur'an and show how important it is for them?

Should people take care of the world?

- Should Muslims take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 1 ISLAM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>believing</i> in Islam</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> ▪ What do Muslims believe makes a person special? ▪ How do Muslims believe they should treat others <p>Is God important to everyone?</p> <ul style="list-style-type: none"> ▪ What did the Prophet Muhammad teach people about God? ▪ Why are there not images of the Prophet Muhammad? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> ▪ Do Muslims believe the world belongs to God? ▪ How do Muslims believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> ▪ Why is the Qur'an important/sacred to Muslims? ▪ Why is the story of the life of the Prophet Muhammad so important to Muslims? ▪ What stories did the Prophet Muhammad tell and why did he tell them? 	<ul style="list-style-type: none"> ▪ Worshipping and obeying God are central to Islam ▪ Islamic teachings about caring for one another ▪ There is only one God (Allah) and he has no partners ▪ God has many names – explore some of the 99 names ▪ God created the world and requires people to look after it. <ul style="list-style-type: none"> ▪ Islamic study of the Qur'an and learning to recite it ▪ Use of the Qur'an as a guide for living ▪ Stories from the life of the Prophet and stories he told eg. Muhammad as an orphan: father died, his mother looked after him as a single parent; mother died, he was looked after by extended family. <p>Mohammed received revelation: used to retreat to the mountain to meditate; account of first revelation on the mountain; Muhammad could not read or write</p> <p>The hijrah (migration) from Mecca to Medina, story of the spider in the cave, arrival in Medina and people singing</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall Muslim beliefs about God, the world and the Qur'an; how Muslims show reverence for God and the Qur'an ▪ Recall some Muslim teachings about how people should treat themselves and others ▪ Talk about their own and Muslim beliefs about God; ways of showing respect/reverence for things <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Muslim beliefs about God, the world and the Qur'an; how Muslims show reverence for God and the Qur'an ▪ Identify some Muslim teachings about how and why people should value and care for themselves and others ▪ Ask, and respond sensitively to, questions about their own and Muslim beliefs about God; reasons for showing respect/reverence <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Muslim beliefs about God, the world and the Qur'an; how Muslims show reverence for God and the Qur'an ▪ Describe some Muslim beliefs about valuing and caring for one's self others ▪ Ask important questions about their own and Muslim beliefs about God, recognising similarities and differences; reasons for showing respect/reverence; what influences them

OPTIONAL KEY STAGE 1 ISLAM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Islam</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how is the Prophet Muhammad important to Muslims? ▪ Why and how is an imam important to Muslims? ▪ How do Muslims learn from the example of other Muslims including leaders, parents etc ▪ How do Muslims show reverence for the Qur'an and show how important it is for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Muslims take care of the world? 	<ul style="list-style-type: none"> ▪ Explore values espoused by Muslims in their daily and family lives eg honesty, courtesy, respect for parents etc ▪ Hear stories from the life of the Prophet Muhammad) and other influential Muslims and discuss what can be learned from them ▪ What is the role and value of an imam within the Muslim community? ▪ Ways in which Muslims often show reverence for the Qur'an eg washing before touching it, never placing it on the floor etc ▪ Teachings that encourage Muslims to care for the world 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise what Muslims learn from the life of the Prophet Muhammad ▪ Recall narratives about the Prophet Muhammad ▪ Recognise why Muslims might care for the world ▪ Talk about how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify what Muslims learn from the life of the Prophet Muhammad ▪ Retell narratives about the life of the Prophet Muhammad ▪ Identify why Muslims might care for the world ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe what Muslims learn from the life of the Prophet Muhammad ▪ Describe why Muslims might care for the world ▪ Identify how people influence them

OPTIONAL KEY STAGE 1 ISLAM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Islam</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Muslim family? ▪ How do people belong to the Muslim community? ▪ How do Muslims use their places of worship? ▪ Does belonging to the Muslim community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Muslims celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Muslims use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - rituals? 	<ul style="list-style-type: none"> ▪ Explore practices of many Muslim families eg daily prayers, learning to read the Qur'an in Arabic, attending mosque and mosque school ▪ Explore practices associated with birth in Islam eg hearing the Adhan (call to prayer) ▪ Explore the significance, keeping and celebrating of Ramadan and Eid-ul-Fitr ▪ Islamic symbols eg the crescent moon and star, calligraphy, Tasbeih (prayer) beads, features of a mosque etc 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Muslim life and practice ▪ Recognise how and why Muslims celebrate selected special times; Muslim symbols ▪ Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives ▪ Talk about how and where they feel they belong; <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Muslim life and practice ▪ Identify ways in which Muslims celebrate selected festivals, suggesting meanings for some of the practices/customs; Islamic symbols suggesting meanings for them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Muslim life and practice ▪ Describe how and why Muslims celebrate selected festivals, including making links with Islamic texts ▪ Ask important questions about Muslim celebrations comparing them with their own experiences ▪ Identify how and where they feel they belong ▪ Identify ways symbols are used in their daily lives

Learning about Sikhism in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Sikh family?
- How do people belong to the Sikh community?
- How do Sikhs use their places of worship?
- Does belonging to the Sikh community make a difference to people?

Are religious celebrations important to people?

- How and why do Sikhs celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Sikhs use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - rituals?

BELIEVING

Who do I believe I am?

- What do Sikhs believe makes a person special?
- How do Sikhs believe they should treat others?

Is God important to everyone?

- What did the gurus teach people about God?

Does the world belong to God?

- Do Sikhs believe the world belongs to God?
- How do Sikhs believe the world came about?

What can I learn from stories from religious traditions?

- Why is Guru Granth Sahib important/sacred to Sikhs?
- Why stories of the lives of the Gurus so important to Sikhs?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how are the Gurus important to Sikhs?
- Why and how is a Sikh teacher important to Sikhs?
- How do Sikhs learn from the example of other Sikhs including leaders, parents etc
- How do Sikhs show reverence for the Guru Granth Sahib and show how important it is for them?

Should people take care of the world?

- Should Sikhs take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages

OPTIONAL KEY STAGE 1 SIKHISM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>believing</i> in Sikhism</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> ▪ What do Sikhs believe makes a person special? ▪ How do Sikhs believe they should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> ▪ What did the gurus teach people about God? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> ▪ Do Sikhs believe the world belongs to God? ▪ How do Sikhs believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> ▪ Why is Guru Granth Sahib important/sacred to Sikhs? ▪ Why stories of the lives of the Gurus so important to Sikhs? 	<ul style="list-style-type: none"> ▪ Attaining Godly virtues by controlling the mind (subduing vices) ▪ Sikh belief in equality of all people http://www.realsikhism.com/index.php?subaction=showfull&id=1248311402&ucat=7 ▪ There is only one God, God made everything. See Mool Mantar- http://www.bbc.co.uk/schools/gcsebitesize/rs/god/sikhismrev2.shtml ▪ Names for God eg Waheguru – Wonderful Lord, symbol Ik Onkar – One God ▪ See Bhai Ghaneya for Sikh treatment of others- http://www.sikhnet.com/stories/audio/bhai-ghaneya-singh ▪ See following for creation- http://www.sikhanswers.com/god-and-his-universe/creation-of-world/ ▪ More important of Guru Granth Sahib- (bottom of page) http://www.sikhismguide.org/granth.aspx ▪ Sakhis (stories) play an important role within the lives of Sikhs. Sakhis give moral, religious and social lessons, for Sakhis to share with children see http://www.sikhnet.com/stories/list 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall stories about the lives of Sikh Gurus; Sikh beliefs about God, the world and the Guru Granth Sahib; how Sikhs show reverence for the Guru Granth Sahib ▪ Talk about their own and Sikh beliefs about God and the world; ways of showing respect/reverence for other people and things <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Sikh beliefs about God, the world and the Guru Granth Sahib; how Sikhs show reverence for Guru Granth Sahib ▪ Retell stories about the lives of the Gurus ▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about God and the world; reasons for showing respect/reverence for people and things <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Sikh beliefs about God, the world and the Guru Granth Sahib; how Sikhs show reverence for Guru Granth Sahib; why stories about the Gurus are important to Sikhs ▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about God and the world, recognising similarities and differences; reasons for showing respect/reverence for people and things

OPTIONAL KEY STAGE 1 SIKHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Sikhism</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how are the gurus important to Sikhs? ▪ How do Sikhs learn from the example of other Sikhs including leaders, parents etc ▪ How do Sikhs show reverence for the Guru Granth Sahib and show how important it is for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Sikhs take care of the world? 	<ul style="list-style-type: none"> ▪ Explore what stories about the lives of the Gurus and influential Sikhs teach Sikhs about how they should live eg Bhai Ghanaya, Guru Har Gobind's Cloak [Diwali], Malik Bhago and Lalo http://www.sikhnet.com/stories/audio/bhai-ghaneya-singh http://www.sikhnet.com/stories/audio/honest-work-lalo ▪ Find out about Guru Granth Sahib, what it looks like, how it is treated, how it is read, and why it is holy- http://www.sikhanswers.com/sacred-literature-sikh-studies/sri-guru-granth-sahib-ji/ http://www.sikhismguide.org/granth.aspx ▪ Sikh beliefs about responses to the environment Find out about Guru Har Rai http://www.sikhnet.com/stories/audio/court-guru-har-rai-ji http://www.sikhnet.com/stories/audio/har-rai-ji-gentle http://www.sikhnet.com/stories/audio/guru-har-rai-and-pot 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise what Sikhs learn from the lives of the Gurus and other Sikhs ▪ Recall narratives about the Gurus ▪ Recognise why Sikhs might care for the world ▪ Talk about how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify what Sikhs learn from the lives of the Gurus ▪ Retell narratives about the Gurus ▪ Identify why Sikhs might care for the world ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe what Sikhs learn from the lives of the Gurus ▪ Describe why Sikhs might care for the world ▪ Identify how people influence them

OPTIONAL KEY STAGE 1 SIKHISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Sikhism</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Sikh family? ▪ How do people belong to the Sikh community? ▪ How do Sikhs use their places of worship? ▪ Does belonging to the Sikh community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Sikhs celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Sikhs use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - Rituals? 	<ul style="list-style-type: none"> ▪ Find out about examples of Sikh family/home life http://www.sikhiwiki.org/index.php/Family_in_Sikhism http://www.sikhiwiki.org/index.php/Message_of_Guru_Granth_Sahib ▪ Amrit ceremony (initiation)- http://www.sikhanswers.com/worship-ceremonies-institutions/sikh-initiation-amrit/ ▪ For how Sikhs use their place of Worship see http://www.sikhanswers.com/worship-ceremonies-institutions/sikh-gurdwara/ http://www.sikhanswers.com/worship-ceremonies-institutions/sikh-worship-in-gurdwara/ http://www.sikhanswers.com/category/worship-ceremonies-institutions/ (articles on Kirtan, Katha, ceremonies, Paath-reading Guru Granth Sahib) ▪ Explore Sikh festivals eg Diwali, Guru Nanak's Birthday, how and why they are celebrated in the Gurdwara and at home- http://www.sikhanswers.com/worship-ceremonies-institutions/mention-the-important-sikh-festivals/ http://www.sikhiwiki.org/index.php/Sikh_festivals http://www.bbc.co.uk/religion/religions/sikhism/ ▪ Explore how babies are traditionally named using the Guru Granth Sahib-http://www.sikhanswers.com/worship-ceremonies-institutions/naming-ceremony-among-the-sikhs/ For another ceremonies (initiation[see above], wedding and death see below) http://www.sikhanswers.com/worship-ceremonies-institutions/anand-kaaraj/ http://www.sikhanswers.com/worship-ceremonies-institutions/death-ceremony-among-the-sikhs/ ▪ Find out about Sikh symbols eg the Five Ks, Ik Onkar, Khanda, Hair and Turban- Dastar (Children could try on Turbans- see youtube for videos on how to tie a turban) http://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml http://www.sikhanswers.com/sikh-articles-of-faith-identity/what-is-the-significance-of-hair-kesh-for-sikhs/ http://www.sikhanswers.com/sikh-articles-of-faith-identity/significance-of-the-sikh-turban/ 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Sikh life and practice ▪ Recognise how and why Sikhs celebrate selected special times; Sikh symbols ▪ Talk about how and where they feel they belong; their own experiences and feelings about celebrations; symbols they use in their daily lives <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Sikh life and practice ▪ Identify ways in which Sikhs celebrate selected festivals, suggesting meanings for some of the practices/customs; Sikh symbols suggesting meanings for them ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Sikh life and practice ▪ Describe how and why Sikhs celebrate selected festivals, including making links with Sikh narratives texts ▪ Identify how and where they feel they belong; ▪ Ask important questions about Sikh celebrations comparing them with their own experiences ▪ Identify ways symbols are used in their daily lives

Appendix B

Key Stage 2

CORE KEY STAGE 2 CHRISTIANITY: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ Does believing in God make a difference to how Christians live? ▪ Do the teachings and example of Jesus provide a framework for leading a good life? ▪ Do the teachings of the New Testament help Christians know what a good life looks like? <p>Do sacred texts have to be ‘true’ to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ How do different groups of Christians interpret the Bible? ▪ Are different types of writing in the Bible true in different ways? ▪ Is personal spiritual experience more important than the Bible for Christians in understanding their religion? ▪ How do Christians use the Bible to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <p>What do Christians believe about life after death and why?</p>	<ul style="list-style-type: none"> ▪ Christian beliefs about the Trinity ie God as Father, Son and Holy Spirit ▪ Christian responses to ideas about the creation eg narrative in Genesis 1-2:4 especially 1:27- 2:4, Psalms 8 and 148 praising God’s creation ▪ Christian responses to the life, teachings (including those about all people being equal in the sight of God, forgiveness and caring for others), miracles, crucifixion and resurrection of Jesus. ▪ Christian beliefs about Jesus as a personal saviour. What is meant by salvation? ▪ Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life eg Corinthians ch 13 ▪ Christian beliefs about the Holy Spirit being a guide and comforter eg in hymns/songs and readings about the Holy Spirit, people’s accounts of the influence of the Holy Spirit ▪ The Bible as a library of books of different genres divided into Old and New Testaments ▪ Literal and metaphorical interpretations of the Bible ▪ The writings/experiences of Christians through the ages eg Apostles and Nicene Creeds; William Wilberforce, Elizabeth Fry, William Booth, Desmond Tutu, Julian of Norwich ▪ Use of the Bible in corporate and private worship ▪ The Bible is used as a source of inspiration and guidance for worship and ways of living ▪ Stories told by Jesus and other readings from the Bible which show the nature of God ▪ Significance of sermons in worship ▪ Christian interpretations of the resurrection of Jesus as evidence of life after death ▪ Christian beliefs and teachings about life after death, resurrection of the body, heaven, the Kingdom of God 	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify Christian beliefs about God, the world and human life/death; how the teachings and example of Jesus and other teachings found in the Christian Bible are used ▪ Recognise that questions about God, the world and human life/death are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Make links between Christian texts and beliefs about God, the world and human life/death ▪ Describe Christian beliefs about God; how the teachings and example of Jesus and other teachings found in the Christian Bible are used by Christians ▪ Identify what/who influences their beliefs about God, the world and human life/death; how and to what/whom they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Christian beliefs about God, the world and human life/death; some similarities/differences between these and the beliefs of other religions; how the teachings and example of Jesus and other teachings found in the Christian Bible are used Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people’s beliefs about God, the world and human life/death <p>Pupils working at level 5 will be able to use an increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Show understanding of how Christian beliefs about God, the world and human life/death are similar to and distinct from the beliefs of other religions ▪ Explain how Christians use the teachings and example of Jesus and other teachings found in the Christian Bible; what they teach about God, the world and human life/death ▪ Ask, and suggest answers to, questions about their own and other people’s beliefs about God, the world and human life/death, explaining what influences their beliefs

CORE KEY STAGE 2 CHRISTIANITY: BEHAVING

Learning About Religion	Content	Exemplar Expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> ▪ How does Jesus influence and inspire Christians? ▪ How do Christians' beliefs about Jesus make a difference to their lives? ▪ How do Christians' beliefs about the Holy Spirit make a difference to daily lives? ▪ How has Christianity inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> ▪ By what rules, codes and traditions do Christians believe they should live their lives? ▪ What difference does it make to try to live by these rules, codes and traditions? ▪ Do all these rules, codes and traditions encourage Christians to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> ▪ What might it mean to grow up in a Christian family? ▪ How might a Christian background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <p>How and why do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>	<ul style="list-style-type: none"> ▪ Exploration of the influence of some key people, local and more widely known, past and present, who have inspired Christians through their teaching and/or example eg <ul style="list-style-type: none"> - Jesus – friend, saviour, Lord - Saints eg Mary, Paul - local people including religious leaders - well-known Christians of influence eg John Wesley, George Fox, Martin Luther King, Nicky Cruz, Terry Waite, Billy Graham, Edith Cavell, Gladys Aylward, Mary Seacole, Joan of Arc ▪ Exploration of the influence of some mission and caring organisations eg <ul style="list-style-type: none"> - St John's Hospitalers - St Thomas' Hospital - World Vision - Scripture Union ▪ Christian rules, codes and traditions and their implications for day to day life eg <ul style="list-style-type: none"> - The Ten Commandments - The Sermon on the Mount (Matthew 5-7) including the Golden Rule (Treat others as you would like them to treat you) - Teaching about forgiveness eg the parable of the Prodigal Son, Luke ch 15, the Lord's Prayer - Charitable works eg James Ch2 ▪ Importance to Christians of church worship, festivals (e.g.lent), baptism, Bible study, prayer and Sunday School If possible speak with members of Christian families about how they practice their faith at home ▪ Exploration of the work of Christian charities and groups that work on global issues of human rights, fairness, social justice and environmental issues eg <ul style="list-style-type: none"> - Christian Aid, Oxfam, Tear Fund, Leprosy Mission, CAFOD; Christian declaration about the environment, Assisi in 1986 ▪ Work of local churches and Christian groups for the benefit of the community. If possible speak with members of local churches about what their church does in the community and why 	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify ways in which being a Christian affects how people live within their families, local communities and the wider world; what, why and how Christians learn from Jesus, Christian role models and teachers; why and how Christians follow certain rules, codes and traditions and their impact ▪ Begin to show awareness of similarities between following Christianity and following some other religions ▪ Recognise similarities/differences between their own values and Christian values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe ways in which being a Christian affects how people live within their families, local communities and the wider world; what, why and how Christians learn from Jesus, Christian role models and teachers; why and how Christians follow certain rules, codes and traditions and their impact ▪ Recognise similarities/differences between following Christianity and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being a Christian affects how people live within their families, local communities and the wider world; what, why and how Christians learn from Jesus, Christian role models and teachers; why and how Christians follow certain rules, codes and traditions and their impact ▪ Describe similarities/differences between following Christianity and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain ways in which being a Christian affects how people live within their families, local communities and the wider world; what, why and how Christians learn from Jesus, Christian role models and teachers; why and how Christians follow certain rules, codes and traditions and their impact ▪ Show they understand ways in which following Christianity is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world

CORE KEY STAGE 2 CHRISTIANITY: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ Why do Christians believe it is important to worship and worship together? ▪ How are churches used for worship? ▪ Why and how do Christians celebrate their festivals? ▪ Why and how are rites of passage marked publically? ▪ What value do some Christians find in private prayer and worship? ▪ Why and where do Christians go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Christians mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Christians expressed some of their most difficult ideas, beliefs and personal experiences through the arts? 	<ul style="list-style-type: none"> ▪ The importance of worship for Christians. If possible speak with Christians about why it is important for them to worship with others. ▪ Explore different styles of Christian worship especially those represented in your area to include different styles of celebrating the eucharist ▪ Ways in which celebrating Christian festivals remind people about central beliefs of their faith eg Advent, Christmas, Epiphany, Lent, Good Friday, Easter, Ascension, Pentecost, Harvest ▪ The importance for many Christians to mark rites of passage in Christian ceremonies eg infant baptism and dedication ceremonies, confirmation, believers' baptism, marriage ▪ Explore ways in which Christians engage in private prayer and worship ▪ Christian pilgrimage eg to Israel including Bethlehem and Jerusalem, Lourdes, Rome, Taize, Canterbury, Iona, Walsingham ▪ Christian funerals and how they illustrate beliefs about life after death ▪ Christian beliefs about life after death ▪ Concept of heaven ▪ Examples of Christian beliefs expressed in eg art, architecture, drama, literature, music and the use of the Bible as the basis for songs, films etc ▪ Significance and meaning of symbols used to express Christian beliefs eg Cross, crucifix, light, fish, rainbow, dove, water, bread and wine, colours, dress, symbolic features of churches 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of: features of Christian worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Ask, and respond sensitively to, questions about their own and Christian beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of: features of Christian worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Make links between Christian festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Christian beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of: features of Christian worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Show understanding of the links between Christian festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Christian beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of: features of Christian worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Show they understand the links between Christian festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Christian beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art

CORE KEY STAGE 2 HINDUISM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Hinduism</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ Does believing in God make a difference to how Hindus live? ▪ Do the teachings and example of deities provide a framework for leading a good life? ▪ How do different deities help to reveal the nature and will of God? <p>Do sacred texts have to be ‘true’ to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ How do Hindus interpret their holy writings for today? ▪ How do Hindus use their holy writings to learn about God, the world and human life? ▪ Is personal spiritual experience more important than the holy writings for Hindus in understanding their religion? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> ▪ What do Hindus believe about life after death and why? 	<ul style="list-style-type: none"> ▪ God is revealed, and can be worshipped, in a variety of forms, both male and female. God understood by some to be in everything ▪ Explore symbolism and significance of a range of deities eg the Trimurti (Brahma, Vishnu, Shiva), Ganesh, Hanuman, Krishna, Lakshmi, Parvati, Rama through murtis and stories ▪ Find out about some Hindu scriptures eg Bhagavad Gita, Ramayana, Puranas (Stories) and Vedas ▪ Investigate some key beliefs of Hinduism eg atman (soul), Brahman (spirit), cyclical nature of life/time, samsara (cycle of birth, life, death and rebirth), karma (the idea that good actions bring good results and bad actions bring bad results; the law of action and reaction), dharma (duty), moksha (liberation or release from rebirth), sometimes called ‘Nirvana’ (cessation of material life) ▪ Read and interpret extracts from Hindu scriptures 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell Hindu narratives that teach about the self, life/death, God and the world ▪ Identify different deities and what they might reveal about God; Hindu sacred writings and how they are used in ceremonies and to guide Hindu living ▪ Recognise that questions about the self, life/death, God and the world are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Hindu narratives and beliefs about the self, life/death, God, and the world ▪ Describe some Hindu deities and what they might reveal about God; how Hindu sacred writings are used in worship and as a guide to life (including providing personal values, codes of conduct, guides to prayer and worship) ▪ Ask important questions about their own and other people’s beliefs about the self, life/death, God, and the world ▪ Identify what/ who influences their beliefs and actions <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Hindu beliefs about the self, life/death, God, and the world; some similarities/differences between these and the beliefs of other religions; how Hindu sacred writings are used eg to provide them with personal values etc (as above) ▪ Suggest why deities are depicted as they are ▪ Raise, and suggest answers to, questions about what/who inspires them; their own and other people’s beliefs about the self, life/death, God, and the world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Hindu beliefs about the self, life/death, God, and the world are similar to and distinct from the beliefs of other religions; what deities reveal about the nature of God ▪ Explain how Hindus use their sacred writings eg as a source of personal values, codes of conduct and guides to prayer and worship; what they teach about the self, life/death, God, and the world ▪ Ask, and suggest answers to, questions about their own and other people’s beliefs about the self, life/death, God, and the world, explaining what influences their beliefs and actions

CORE KEY STAGE 2 HINDUISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Hinduism</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> ▪ How do different deities influence and inspire Hindus? ▪ How do Hindus' beliefs about God/deities make a difference to their lives? ▪ How have Hindu beliefs and teachings inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> ▪ By what rules, codes and traditions do Hindus believe they should live their lives? ▪ What difference does it make to try to live by these rules, codes and traditions? ▪ Do all these rules, codes and traditions encourage Hindus to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> ▪ What might it mean to grow up in a Hindu family? ▪ How might a Hindu background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> ▪ How and why do Hindus respond to global issues? 	<ul style="list-style-type: none"> ▪ Explore lessons learned from the examples of Hindu deities, people, teachers, leaders eg Vishnu, Shiva, Ganesh, Hanuman, Krishna, Lakshmi, Parvati, Rama, Durga Mata; Akhandadhi Das, Gandhi, Sai Baba, Swaminarayan, Swami Vivekanand ▪ Consider the impact of the concepts of dharma (eg eternal law – Sanatana Dharma – and codes for different stages of life – ashramas – and status defined by birth – varna) and karma on the lives of individual Hindus ▪ Find out about codes of conduct accepted by many Hindus including the idea of living without violence (ahimsa) ▪ Find out about how children learn about worship, food and fasting practices at home. ▪ Find out about your most local Hindu communities ▪ Examples of Hindu contributions to society locally and farther afield, past and present and their influence on others eg Sewa, the work of Gandhi 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which following the Hindu tradition affects how people live within their families, local communities and the wider world; why and how Hindus follow certain rules, codes and traditions ▪ Begin to show awareness of similarities between following Hinduism and following some other religions ▪ Recognise similarities/differences between their own values and Hindu values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which following the Hindu tradition affects how people live within their families, local communities and the wider world; why and how Hindus follow certain rules, codes and traditions and their impact ▪ Recognise similarities/differences between following Hinduism and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world recognising similarities/differences with Hinduism <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which following the Hindu tradition affects how people live within their families, local communities and the wider world; why and how Hindus follow certain rules, codes and traditions and their impact ▪ Describe similarities/differences between following Hinduism and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which following the Hindu tradition affects how people live within their families, local communities and the wider world, why and how Hindus follow certain rules, codes and traditions and their impact ▪ Show they understand ways in which following Hinduism is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world

CORE KEY STAGE 2 HINDUISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Hinduism</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ Why do Hindus believe it is important to worship and sometimes worship together? ▪ How are shrines used for worship? ▪ Why and how do Hindus celebrate their festivals? ▪ Why and how are rites of passage marked publically? ▪ What value do some Hindus find in private prayer and worship? ▪ Why and where do Hindus go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Hindus mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Hindus expressed some of their most important ideas, beliefs and personal experiences through the arts and symbols? 	<ul style="list-style-type: none"> ▪ Learn about Hindu meditation and puja eg arti (welcoming ceremony), prashad (sacred food), use of lights, incense, bells etc ▪ Draw links between features of shrines and mandirs and some key beliefs of Hinduism eg how murtis express Hindu understanding of the nature of God ▪ Find out about places Hindus might visit on pilgrimage eg Gangotri (source of the Ganges), Rameshvara, Dwaraka, Gaya, Varanasi (city on the Ganges associated with Shiva), Vrindavan (place associated with Krishna), Ayodhya (birthplace of Rama), Vaishnavi Devi Mata near Kashmir, why pilgrims go there and what they do ▪ Find out about Hindu festivals eg Holi, Dassehra, Divali, Ramnavami, Janmashtami, Kumbha Mela ▪ Find out about samskars or Hindu rites of passage ceremonies eg birth, sacred thread, marriage and funerals ▪ Explore Hindu beliefs about the purpose of life including dharma, karma and moksha and their impact of life ▪ Explore how Hindu beliefs about samsara, moksha (nirvana) make a difference to the lives of Hindus ▪ Explore ways in which Hindus express their beliefs through symbols and art eg images of deities, gestures in worship 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of: features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Ask, and respond sensitively to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of: features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Make links between Hindu festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of: features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Show understanding of the links between Hindu festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of: features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Show they understand the links between Hindu festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about believing in Sikhism</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ Does believing in God make a difference to how Sikhs live? ▪ Do the teachings and example of the Gurus provide a framework for leading a good life? ▪ Do the teachings of the Guru Granth Sahib help Sikhs know what a good life looks like? <p>Do sacred texts have to be ‘true’ to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ How do different groups of Sikhs interpret the Guru Granth Sahib? ▪ Are different types of writing in the Guru Granth Sahib true in different ways? ▪ Is personal spiritual experience more important than the Guru Granth Sahib for Sikhs in understanding their religion? ▪ How do Sikhs use the Guru Granth Sahib to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> ▪ What do Sikhs believe about life after death and why? 	<ul style="list-style-type: none"> ▪ Explore Sikh beliefs about God expressed in the MoolMantar e.g. Creator, Sustainer etc http://www.sikhiwiki.org/index.php/Mool_Mantar ▪ Sikh belief that God is the God of all – equality of all people, responsibility for God’s people ▪ The lives of the Guru are used as examples of how to life a good life. See http://www.sikhnet.com/stories/list ▪ Find out about how the Guru Granth Sahib is cared for, how it is revered and used in the Gurdwara ▪ Find out about different writings in the Guru Granth Sahib ▪ Sikhs read, reflect on the Guru Granth Sahib, see http://www.sikhiwiki.org/index.php/Message_of_Guru_Granth_Sahib For Guru Granth Sahib on God- http://www.sikhiwiki.org/index.php/SGGS_on_God World- http://www.sikhiwiki.org/index.php/Guru_Granth_Sahib_on_the_Universe Human Life- http://www.sikhanswers.com/principles-and-concepts/what-is-the-goal-of-human-life/ ▪ Sikh belief in reincarnation http://www.bbc.co.uk/schools/gcsebitesize/rs/death/sikhbeliefrev2.shtml 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell Sikh narratives that teach about God, the world and human life/death ▪ Identify Sikh beliefs about God; how the Guru Granth Sahib came into being, how it is used by Sikhs today, ways in which Sikhs show how important it is ▪ Recognise that questions about God, the world and human life/death are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Sikh narratives/texts and beliefs about God, the world and human life/death ▪ Describe Sikh beliefs about God; how the Guru Granth Sahib came into being, how it is used by Sikhs today and ways in which Sikhs show how important it is ▪ Identify what/who influences their beliefs about God, the world and human life/death; how and to what/whom they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Sikh beliefs about God, the world and human life/death; some similarities/differences between these and the beliefs of other religions; how the Guru Granth Sahib came into being and is now used by Sikhs ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people’s beliefs about God, the world and human life/death <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Sikh beliefs about God, the world and human life/death are similar to and distinct from the beliefs of other religions ▪ Explain how Sikhs use the Guru Granth Sahib; what it teaches about God, the world and human life/death ▪ Ask, and suggest answers to, questions about their own and other people’s beliefs about God, the world and human life/death, explaining what influences their beliefs

CORE KEY STAGE 2 SIKHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
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<p>Some possible questions about <i>behaving in Sikhism</i></p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How do the Gurus influence and inspire Sikhs? How do Sikhs' beliefs make a difference to their lives? How has Sikhism inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Sikhs believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Sikhs to behave well towards others? <p>Does living out parents' religious beliefs/traditions e.g. Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> What might it mean to grow up in a Sikh family? How might a Sikh background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> How and why do Sikhs respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> Find out about the ten Gurus with particular emphasis on Guru Nanak and Guru Gobind Singh. Learn the meaning of the term, 'Guru' http://www.sikhnet.com/stories/list See for stories on Gurus. Explore stories from the lives of the Gurus and how they inspire and teach Sikhs to live as their religion requires (see above link) Find out about more recent Sikhs who have inspired others e.g., Puran Singh http://www.sikhanswers.com/sikh-history-personalities/pingalwara-amritsar/ Learn about Sikh values e.g. Nam Simran (meditation on the Sikh idea of God), Kiratkarna (supporting oneself by honest means), Sewa (service), Vandchhakna (helping others) and how Sikhs live them out in their lives. See for Sikh rules, codes and traditions http://www.sqpc.net/sikhism/sikh-dharma-manual.html http://www.sikhanswers.com/rehat-maryada-code-of-conduct/code-of-discipline-for-the-khalsa/ Explore the significance of the Amrit ceremony marking commitment to Sikhism Learn about Sikh symbols of identity e.g. the 5Ks, use of the names Kaur and Singh, Turban For family information see http://www.sikhiwiki.org/index.php/Family_in_Sikhism http://www.sikhiwiki.org/index.php/Message_of_Guru_Granth_Sahib Find out about your most local Sikh communities and examples of Sikh contributions to society locally and farther afield, past and present and their influence on others. Draw on local examples where possible. Make links between beliefs and practice. A number of Sikh organisations respond to different issues , visit links- http://swatuk.org/http://www.unitedsikhs.org/http://www.prisonerwelfare.com/http://www.khalsaaid.org/ 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Retell narratives about the Gurus which show their importance to Sikhs Identify ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs; why and how Sikhs follow certain rules, codes and traditions and their impact Begin to show awareness of similarities between following Sikhism and following some other religions Recognise similarities/differences between their own values and Sikh values they have learned about; how they respond to global issues; <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs; why and how Sikhs follow certain rules, codes and traditions and their impact Recognise similarities/differences between following Sikhism and following some other religions Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs; why and how Sikhs follow certain rules, codes and traditions and their impact Describe similarities/differences between following Sikhism and following some other religions Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain ways in which being a Sikh affects how people live within their families, local communities and the wider world, what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs; why and how Sikhs follow certain rules, codes and traditions and their impact Show they understand ways in which following Sikhism is similar to and distinct from following some other religions Explain what/who influences how they live within their families, local communities and the wider world
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CORE KEY STAGE 2 SIKHISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Sikhism</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ Why do Sikhs believe it is important to worship and worship together? ▪ How are gurdwaras used for worship? ▪ Why and how do Sikhs celebrate their festivals? ▪ Why and how are rites of passage marked publicly? ▪ What value do some Sikhs find in private prayer and worship? ▪ Why and where do Sikhs go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Sikhs mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Sikhs expressed some of their most important ideas, beliefs and personal experiences through the arts? 	<ul style="list-style-type: none"> ▪ Explore how Sikhs worship in gurdwaras e.g. kirtan (hymns), ardas (prayer), shoes removed, heads covered, offerings made, KarahParshad, Akhand Path etc. http://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/worship.shtml ▪ Find out about the significance of features of gurdwaras and symbols and their significance/meaning e.g. takht, chauri, no seats, langar, pictures of Gurus, the Nishan Sahib, IkOnkar, Khandaetc http://www.sikhanswers.com/category/worship-ceremonies-institutions/ (articles on Kirtan, Katha, ceremonies, Paath-reading Guru Granth Sahib) ▪ Festival celebrations e.g. Baisakhi, Divali, Guru Nanak's Birthday – what and how they are celebrated http://www.bbc.co.uk/religion/religions/sikhism/ see Holy Days section. ▪ Birth, Amrit initiation, Marriage (AnandKaaraj) ceremonies and funerals http://www.sikhanswers.com/category/worship-ceremonies-institutions/ (articles on all four ceremonies) ▪ Explore Sikh beliefs in Samsara (the cycle of birth, life and rebirth) and, with God's help, the achievement of union with God ▪ Find out about the Golden Temple, what happens there and why Sikhs might choose to visit it e.g. on pilgrimage http://www.sikhanswers.com/principles-and-concepts/value-of-pilgrimage/ ▪ See following for death ceremony/ views on death http://www.sikhanswers.com/worship-ceremonies-institutions/death-ceremony-among-the-sikhs/ http://www.sikhanswers.com/principles-and-concepts/what-is-the-sikh-attitude-towards-death/ ▪ Pictures of the Gurus and other important historical figures/events express religious feelings; however they are not used in worship. Music plays a very important role within Sikh worship- see http://www.sikhanswers.com/worship-ceremonies-institutions/sacred-music-kirtan/ Role plays are sometimes used to enact important historical events; however the role of the Gurus cannot be acted out by anyone. For an up-coming Sikh painter see http://www.artofpunjab.com/ 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Make links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show understanding of the links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show they understand the links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art

Learning about the Baha'i faith in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Baha'is believe it is important to worship and worship together?
- How are Baha'i places of worship used for worship?
- Why and how do Baha'is celebrate their festivals?
- Why and how are rites of passage marked publicly?
- What value do some Baha'is find in private prayer and worship?
- Why and where do Baha'is go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Baha'is mark a person's death?

Can the arts help communicate religious beliefs?

- How have Baha'is expressed some of their most important to a very ideas, beliefs and personal experiences through the arts?

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Baha'is live?
- Do the teachings and example of the Bab, Baha'u'llah and Abdu'lBaha provide a framework for leading a good life?
- Do the teachings of Baha'i holy writings help Baha'is know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- Explore whether there are different interpretations of Baha'i holy writings?
- Is personal spiritual experience more important than holy writings for Baha'is in understanding their religion?
- How do Baha'is use their holy writings to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Baha'is believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How do the Bab, Baha'u'llah and Abdu'lBaha influence and inspire Baha'is?
- How do Baha'i beliefs make a difference to their lives?
- How has the Baha'i faith inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Baha'is believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Baha'is to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Baha'i family?
- How might a Baha'i background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Baha'is respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 2 BAHAI: BELIEVING

Learning about religion	Content	Expectations
<p>Some possible questions about <i>believing</i> in the Baha'i faith</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ Does believing in God make a difference to how Baha'is live? ▪ Do the teachings and example of the Bab, Baha'u'llah and Abdu'lBaha provide a framework for leading a good life? ▪ Do the teachings of Baha'i holy writings help Baha'is know what a good life looks like? <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ Explore whether there are different interpretations of Baha'i holy writings? ▪ Is personal spiritual experience more important than holy writings for Baha'is in understanding their religion? ▪ How do Baha'is use their holy writings to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> ▪ What do Baha'is believe about life after death and why? 	<ul style="list-style-type: none"> ▪ Explore beliefs about the oneness of God and how Baha'is believe God communicates with humanity. ▪ Look at the lives of The Bab, Baha'u'llah, 'Abdu'lBaha (including his time in the UK) and Shoghi Effendi; understand the different stations they hold in relation to God. ▪ Explore the guidance provided in Baha'i holy writings on how to live a good life ▪ Find out about the Baha'i scriptures and how they are used. ▪ Explore what Baha'is believe about life after death 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'lBaha; Baha'i writings and how they are used ▪ Recognise that questions about God are difficult to answer ▪ Ask questions and respond sensitively to their own and others beliefs about God and people who have influenced their thinking about how to live <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'lBaha; how Baha'i writings are used ▪ Ask important questions about their own and Baha'i beliefs about God, identifying any links ▪ Identify people who have influenced them and compare this with the influence of The Bab, Baha'u'llah and 'Abdu'lBaha on Baha'is and their thinking about how to live <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'lBaha; how Baha'i writings are used; similarities and differences between Baha'i beliefs and those of other religions they have studied ▪ Raise and suggest answers to questions about their own and Baha'i beliefs about God and how to live <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding that Baha'is have distinctive beliefs about God, The Bab, Baha'u'llah and 'Abdu'lBaha ▪ Explain how Baha'i writings are used to provide answers to ultimate questions and ethical issues; ▪ Explain what influences and inspires them; what they consider to be the challenges of belonging to the Baha'i faith

OPTIONAL KEY STAGE 2 BAHAI: BEHAVING

Learning about religion	Content	Expectations
<p>Some possible questions about <i>behaving</i> in the Baha'i faith</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How do the Bab, Baha'u'llah and Abdu'lBaha influence and inspire Baha'is? How do Baha'i beliefs make a difference to their lives? How has the Baha'i faith inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Baha'is believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Baha'is to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> What might it mean to grow up in a Baha'i family? How might a Baha'i background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> How and why do Baha'is respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> Consider the belief that 'Abdu'lBaha represents a perfect example to be followed Find out about the influence of the Bab and Baha'u'llah Investigate the Baha'i administrative system, the role of the Local and National Spiritual Assemblies Investigate your local Baha'i community and find out some of the things they do. Look up stories about Baha'is who have suffered for their Faith e.g. Mona Mahmudnizhad Find out about the Baha'i calendar Learn about the Baha'i principles of unity, equality of races and sexes, education for all and the abolition of extremes of poverty and wealth. Practical examples such as involvement in Agenda 21, Assisi Declaration etc Individual investigation of truth is the right and duty of everyone. Baha'is believe that we must seek truth in every aspect of our lives. It is important to ask questions. So no-one becomes a Baha'i because their parents were Bahai's. Baha'i parents have a duty to educate their children to be lovers of truth and justice, to seek for themselves. We have all been created by God, Baha'is believe, and the lives and teachings of His Manifestations are our best guide to understanding our purpose and, through love for God and service to humanity, finding our identity and becoming happy and joyful beings. 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify ways in which being a Baha'i affects a person's life as an individual and within local communities and in the wider world; some lessons Baha'is learn from the life of 'Abdu'lBaha Ask and respond sensitively to questions about the impact of the Baha'i faith on believers and about how their lives might be similar/different from those of Baha'is Recognise people and beliefs that influence them <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which being a Baha'i affects a person's life as an individual and within local communities and in the wider world Make links between what most influences the lives of Baha'is, lessons they learn from the life of 'Abdu'lBaha and Baha'i beliefs; lessons learned from the life of 'Abdu'lBaha and their own values and commitments Identify people and beliefs that influence them <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the impact being a Baha'i has on a person's life as an individual and within local communities and the wider world; how lessons learned from the life of 'Abdu'lBaha are linked with important Baha'i beliefs Raise and suggest answers to questions about how their lives and the lives of Baha'is are affected by beliefs, values and influences <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain how the beliefs and practices of Baha'is have an impact on their lives as individuals and within local communities and in the wider world; what lessons Baha'is learn from the life of 'Abdu'lBaha Ask and suggest answers to questions about how their lives and the lives of Baha'is are affected by beliefs, values and influences

OPTIONAL KEY STAGE 2 BAHAI: BELONGING

Learning about religion	Content	Expectations
<p>Some possible questions about <i>belonging</i> in the Baha'i faith</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ Why do Baha'is believe it is important to worship and worship together? ▪ How are Baha'iplaces of worship used for worship? ▪ Why and how do Baha'is celebrate their festivals? ▪ Why and how are rites of passage marked publicly? ▪ What value do some Baha'is find in private prayer and worship? ▪ Why and where do Baha'is go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Baha'is mark a person'sdeath? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Baha'is expressed some of their most important to a very ideas, beliefs and personal experiences through the arts? 	<ul style="list-style-type: none"> ▪ Worship in the home, obligatory and personal prayer. ▪ The design and symbolism of the House of Worship, its purpose and functions ▪ Pilgrimage to the shrines in Baghdad, Shiraz and Haifa (it is only possible to visit the latter at the present time). ▪ Find out about Baha'i rites of passage ▪ Baha'i beliefs about life after death and how funerals are conducted ▪ Find out about the nine Baha'i Holy Days and how they are celebrated, especially Ridvan and naw-Ruz ▪ Investigate the use of the "Greatest Name", the Ringstone symbol and nine-pointed star, the importance of numbers especially nine and nineteen, use of Arabic and Persian calligraphy. 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Baha'i home worship, Houses of Worship, pilgrimages, festivals and rites of passage and how important these are for believers ▪ Suggest meanings for Baha'i symbols and rituals ▪ Ask and respond sensitively to questions about the impact of their own and Baha'i experiences of worship, celebration, traditions, expression of ideas through symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Baha'i home worship, Houses of Worship, pilgrimages, festivals and rites of passage and how important these are for believers ▪ Make links between Baha'i symbols and rituals and the beliefs they express ▪ Ask important questions about the impact of their own and Baha'i experiences of worship, celebration, traditions, expression of ideas through symbols <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Baha'i worship, Houses of Worship, pilgrimages, festivals, and rites of passage; similarities/differences between Baha'i worship, pilgrimages, festivals rites of passage and symbolism and those of other religions studied ▪ Suggest meanings for Baha'i symbolism and rituals ▪ Raise, and suggest answers to, questions about their own and Baha'i identities as expressed in experiences of worship, celebration, traditions, expression of ideas through symbols <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain features of Baha'i worship, Houses of Worship, pilgrimages, festivals and rites of passage and how they are similar/different to/from those of other religions they have studied, suggesting reasons for this; how Baha'i symbolism expresses the beliefs of the religion ▪ Ask, and suggest answers to, questions about their own and Baha'i identities as expressed in experiences of worship, celebration, traditions, expression of ideas through symbols and the challenges these can pose

Learning about Buddhism in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- How and why are Buddhist shrines used?
- How and why do Buddhists meditate?
- Why and how are rites of passage marked publicly?
- Why and how do Buddhists celebrate their festivals?
- Why might Buddhists go on pilgrimage? Where would they go and what might they do there and why?

How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?

- How and why do Buddhists mark a person's death?

Can the arts help communicate religious beliefs?

- How have Buddhists expressed some of their most difficult ideas, beliefs and personal experiences through the arts?
- How do Buddhist shrines illustrate key Buddhist beliefs?

BELIEVING

Do religious people lead better lives?

- What did Gotama Buddha teach was the truth about life?
- Do the teachings and example of Gotama Buddha provide a framework for leading a good life?
- Do the teachings in Buddhist writings help Buddhists know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Buddhists interpret their sacred writings?
- Is personal spiritual experience more important than religious writings for Buddhists in understanding their religion?
- How do Buddhists use their sacred writings to learn about the world and human life?

Should religious people be sad when someone dies?

- What do Buddhists believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How does Gotama Buddha influence and inspire Buddhists?
- How do Buddhist beliefs about Gotama Buddha make a difference to their lives?
- How has Buddhism inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Buddhists believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Buddhists to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Buddhist family?
- How might a Buddhist background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How do Buddhists respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 2 BUDDHISM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>believing</i> in Buddhism</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ What did Gotama Buddha teach was the truth about life? ▪ Do the teachings and example of Gotama Buddha provide a framework for leading a good life? ▪ Do the teachings in Buddhist writings help Buddhists know what a good life looks like? <p>Do sacred texts have to be ‘true’ to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ How do different groups of Buddhists interpret their sacred writings? ▪ Is personal spiritual experience more important than religious writings for Buddhists in understanding their religion? ▪ How do Buddhists use their sacred writings to learn about the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> ▪ What do most Buddhists believe about life after death and why? 	<ul style="list-style-type: none"> ▪ Gotama Buddha taught his followers to understand the truth about life through the Four Noble Truths, the Eightfold Path and the cycle of birth, life and rebirth determined by kamma ▪ SiddatthaGotama became an enlightened being, a Buddha, and a great teacher ▪ Find out about Buddhist writings eg the Tipitaka, Jataka tales and explore some extracts that speak about human life and the world. ▪ Find out about the three ways (Theravada, Mahayana and Vajrayana and how they use sacred writings ▪ Buddhist teachings on rebirth 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell narratives about Gotama Buddha ▪ Recognise what Gotama Buddha taught about life; Buddhist sacred writings and how they are used ▪ Recognise how questions about life made Gotama Buddha wonder and were difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about the world and human life/death; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between narratives about Gotama Buddha and Buddhist beliefs ▪ Describe how Buddhist sacred writings are used ▪ Identify what/who influences their beliefs about, the world and human life; how and to what/whom they show respect/reverence ▪ Ask important questions about Gotama Buddha’s, and their own, response to beliefs about God and the nature of life/death <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Buddhist beliefs about Gotama Buddha, God, the world and human life/death; some similarities/differences between these and the beliefs of other religions; how Buddhist sacred writings are used ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people’s beliefs about Gotama Buddha, God, the world and human life/death <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Buddhist beliefs about Gotama Buddha, God, the world and human life/death are similar to and distinct from the beliefs of other religions ▪ Explain how Buddhists use their sacred writings; what they teach about God, the world and human life/death ▪ Ask, and suggest answers to, questions about their own and other people’s beliefs about Gotama Buddha, God, the world and human life/death, explaining what influences their beliefs

OPTIONAL KEY STAGE 2 BUDDHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Buddhism</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> ▪ How does Gotama Buddha influence and inspire Buddhists? ▪ How do Buddhist beliefs about Gotama Buddha make a difference to their lives? ▪ How has Buddhism inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> ▪ By what rules, codes and traditions do Buddhists believe they should live their lives? ▪ What difference does it make to try to live by these rules, codes and traditions? ▪ Do all these rules, codes and traditions encourage Buddhists to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> ▪ What might it mean to grow up in a Buddhist family? ▪ How might a Buddhist background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> ▪ How do Buddhists respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> ▪ Explore the life of Gotama Buddha and what Buddhists learn from his example and teachings ▪ Explore the role of monks and lay teachers as inspirational Buddhist teachers ▪ Find out about influential Buddhists and their significance for Buddhists eg the Dalai Lama, Karmapa, Master Sheng-Yen, ThichNhat Hahn ▪ Consider the impact of following the Eightfold Path, the Five Precepts, giving alms and developing the quality of compassion ▪ Find out about how some Buddhist boys spend time in monasteries learning about Buddhism ▪ Explore the interdependence of the monastic and lay Buddhist communities ▪ Research Buddhist responses to and involvement in local and global issues eg the work of the Karuna Trust, Buddhist declaration about the environment, Assisi in 1986 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists follow certain rules, codes and traditions ▪ Begin to show awareness of similarities between following Buddhism and following some other religions ▪ Recognise similarities/differences between their own values and Buddhist values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists follow certain rules, codes and traditions ▪ Recognise similarities/differences between following Buddhism and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists follow certain rules, codes and traditions ▪ Describe similarities/differences between following Buddhism and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which being a Buddhist affects how people live within their families, local communities and the wider world, why and how Buddhists follow certain rules, codes and traditions ▪ Show they understand ways in which following Buddhism is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world

OPTIONAL KEY STAGE 2 BUDDHISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Buddhism</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ How and why are Buddhist shrines used? ▪ How and why do Buddhists meditate? ▪ Why and how are rites of passage marked publically? ▪ Why and how do Buddhists celebrate their festivals? ▪ Why might Buddhists go on pilgrimage? Where would they go and what might they do there and why? <p>How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Buddhists mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Buddhists expressed some of their most difficult ideas, beliefs and personal experiences through the arts? ▪ How do Buddhist shrines illustrate key Buddhist beliefs? 	<ul style="list-style-type: none"> ▪ Learn about the extent to which Buddhists can be understood to worship ▪ Find out about Buddhist shrines and how they are used. ▪ Find out about meditation practices central to Buddhism egsamatha, vipassana ▪ Find out about Buddhist places of pilgrimage, why these places are regarded as sacred and what pilgrims might do there egLumbini (Gotama Buddha's birth place), Bodh Gaya (place of his enlightenment) Sarnath (site of his first sermon), Kusinara (place of his death) ▪ Find out about ways in which Buddhists mark some key times in life ▪ Find out about Buddhist festivals and how and why they are celebrated egWesak, Kathinaetc ▪ Explore Buddhist understandings of life and death eg as illustrated in the story of Kisogotami and in a belief in rebirth ▪ Explore ways in which Buddhists express their beliefs through symbols and art eg Buddha rupas, stupas, thangkas, frescoes etc 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identifythe importance of: features of Buddhist 'worship'; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Ask, and respond sensitively to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describethe importance of: features of Buddhist 'worship'; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Make links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding ofthe importance of: features of Buddhist worship; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show understanding of the links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explainthe importance of: features of Buddhist worship; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show they understand the links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art

Learning about Islam in Key Stage 2 Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Muslims believe it is important to worship and worship together?
- How are mosques used for worship?
- Why and how do Muslims celebrate their festivals?
- Why and how are rites of passage marked publically?
- What value do some Muslims find in private prayer and worship?
- Why and where do Muslims go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Muslims mark a person's death?

Can the arts help communicate religious beliefs?

- How have Muslims used the arts to express important ideas, beliefs and personal experiences

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Muslims live?
- Do the teachings and example of the Prophet Muhammad (pbuh) provide a framework for leading a good life?
- Do the teachings of the Qur'an help Muslims know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Muslims interpret the Qur'an?
- Are Islamic writings 'true' in different ways?
- Is personal spiritual experience more important than the Qur'an for Muslims in understanding their religion?
- How do Muslims use the Qur'an to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Muslims believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How does the Prophet Muhammad (pbuh) influence and inspire Muslims?
- How do Muslim understandings of and beliefs about the Prophet Muhammad (pbuh) make a difference to their lives?
- How has Islam inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Muslims believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Muslims to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Muslim family?
- How might a Muslim background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 2 ISLAM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Islam</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ Does believing in God make a difference to how Muslims live? ▪ Do the teachings and example of the Prophet Muhammad provide a framework for leading a good life? ▪ Do the teachings of the Qur'an help Muslims know what a good life looks like? <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ How do different groups of Muslims interpret the Qur'an? ▪ Are Islamic writings 'true' in different ways? ▪ Is personal spiritual experience more important than the Qur'an for Muslims in understanding their religion? ▪ How do Muslims use the Qur'an to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> ▪ What do Muslims believe about life after death and why? 	<ul style="list-style-type: none"> ▪ Learn about the Shahadah as the cornerstone of Muslim belief and the concept of tawhid (unity) ▪ Explore some of the 99 names of God ▪ Explore the concept of khalifah (trusteeship) ▪ Encounter and discuss texts from the Qur'an about God, the world and human life ▪ Find out about Muslim use of the Sunnah and the Hadith ▪ Find out about the origins and significance of the Qur'an, how it is used and revered. ▪ Find out about Muslim beliefs about life after death, heaven ▪ Find out what Muslims believe about previous Prophets (eg Abraham, Moses, Jesus) ▪ Find out what Muslims believe about the Bible and the Torah 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Muslim beliefs about God (Allah), the world and human life/death; how different names for God help Muslims understand God; how the Qur'an, Sunnah and Hadith are used; ways in which Muslims show how important the Qur'an is ▪ Recognise that questions about God (Allah), the world and human life/death are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Muslim texts and beliefs about God (Allah), the world and human life/death ▪ Describe Muslim beliefs about God (Allah); how the Qur'an, Sunnah and Hadith are used by Muslims ▪ Identify what/who influences their beliefs about God, the world and human life/death; how and to what/whom they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Muslim beliefs about God (Allah), the world and human life/death; some similarities/differences between these and the beliefs of other religions; how the Qur'an, Sunnah and Hadith are used by Muslims ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people's beliefs about God, the world and human life/death <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Muslim beliefs about God (Allah), the world and human life are similar to and distinct from the beliefs of other religions ▪ Explain how Muslims use the Qur'an, Sunnah and Hadith; what they teach about God (Allah), the world and human life/death ▪ Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life/death, explaining what influences their beliefs

OPTIONAL KEY STAGE 2 ISLAM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Islam</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> ▪ How does the Prophet Muhammad influence and inspire Muslims? ▪ How do Muslim understandings of and beliefs about the Prophet Muhammad (pbuh) make a difference to their lives? ▪ How has Islam inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> ▪ By what rules, codes and traditions do Muslims believe they should live their lives? ▪ What difference does it make to try to live by these rules, codes and traditions? ▪ Do all these rules, codes and traditions encourage Muslims to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> ▪ What might it mean to grow up in a Muslim family? ▪ How might a Muslim background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> ▪ How and why do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> ▪ Learn about key events in the life of the Prophet Muhammad and Muslim belief that he was God's final prophet ▪ Hear stories from the life of Muhammad from which Muslims learn how best to live their lives ▪ Hear stories about other prophets eg Abraham, Jesus and consider what Muslims learn from these examples ▪ Explore the Five Pillars of Islam, dress conventions, dietary regulations, ways of living encouraged by the Prophet Muhammad (pbuh) (Sunnah and Hadith) and how young Muslims learn about these ▪ Find out about your most local Muslim communities ▪ Examples of Muslim contributions to society locally and further afield, past and present and their influence on others. eg: Science and Medicine, translation and transmission of knowledge, the Red Crescent, Muslim Aid; Islamic declaration about the environment, Assisi in 1986. Draw on local examples where possible. Make links between beliefs and practice. ▪ Positive contributions to British culture eg sports, arts, public service ▪ Importance of volunteering as a form of charity 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad and other prophets and teachers; why and how Muslims follow certain rules, codes and traditions and their impact ▪ Begin to show awareness of similarities between following Islam and following some other religions ▪ Recognise similarities/differences between their own values and Muslim values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad and other prophets and teachers; why and how Muslims follow certain rules, codes and traditions and their impact ▪ Recognise similarities/differences between following Islam and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad and other prophets and teachers; why and how Muslims follow certain rules, codes and traditions and their impact ▪ Describe similarities/differences between following Islam and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which being a Muslim affects how people live within their families, local communities and the wider world, what, why and how Muslims learn from the Prophet Muhammad (pbuh) and other prophets and teachers; why and how Muslims follow certain rules, codes and traditions and their impact ▪ Show they understand ways in which following Islam is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world

OPTIONAL KEY STAGE 2 ISLAM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Islam</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ Why do Muslims believe it is important to worship and worship together? ▪ How are mosques used for worship? ▪ Why and how do Muslims celebrate their festivals? ▪ Why and how are rites of passage marked publically? ▪ What value do some Muslims find in private prayer and worship? ▪ Why and where do Muslims go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Muslims mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Muslims used the arts to express important ideas, beliefs and personal experiences 	<ul style="list-style-type: none"> ▪ Learn about worship and preparation for worship eg wudu, salah ▪ Concept of 'the whole world is a mosque' (ie one can pray anywhere that is clean) ▪ Learn about the key features of mosques and their significance ▪ Learn about Hajj and Eid ulAdha ▪ Learn about Ramadan and Eid-ul-Fitr, ▪ Birth and marriage ceremonies. Simplicity encouraged. ▪ Funerals / simplicity is encouraged (eg no gravestones), prayers at Mosque, basic rituals. Community help at burial ▪ Explore ways in which Muslims mark a person's death. ▪ Explore use of calligraphy as an art form in Islam ▪ British Muslim artists (eg music, artists, calligraphy, drama and theatre, photography) ▪ Links to every day items that were introduced to popular culture by Muslims (eg www.1001inventions.com) 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy ▪ Ask, and respond sensitively to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy ▪ Make links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them ▪ Ask important questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy ▪ Show understanding of the links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy ▪ Show they understand the links between Muslim festivals, rites of passage, places of worship, pilgrimage, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art

Learning about Judaism in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- How is worshipping together important in Judaism?
- How are synagogues used for worship?
- Why and how do Jews celebrate their festivals?
- Why and how are rites of passage marked publicly?
- What family rituals do Jews observe at home? ?
- What places are special for Jews and how is this holiness expressed?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Jews mark a person's death?

Can the arts help communicate religious beliefs?

- What symbols do Jews use to express their beliefs and values? What is the role of music in Jewish identity and culture?

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Jews live?
- Do the Torah and Rabbinic writings provide a framework for leading a good life and make clear what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Jews interpret the Bible and Rabbinic writings?
- Are different types of writing in the Bible and Rabbinic writings true in different ways?
- How do Jews use the Bible and Rabbinic writings to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Jews believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How has Judaism inspired the lives of some people?
- How do Jewish beliefs and teachings make a difference to their lives?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Jews believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Jews to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- How does performing commandments/mitzvot and following Jewish traditions (eg. kashrut, Shabbat) help a person to develop a Jewish identity?
- What might it mean to grow up in a Jewish family?
- How might a Jewish background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Jews respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing*, *belonging*, *behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 2 JUDAISM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about believing in Judaism</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ Does believing in God make a difference to how Jews live? ▪ Do the Torah and Rabbinic writings provide a framework for leading a good life and make clear what a good life looks like? <p>Do sacred texts have to be ‘true’ to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ How do different groups of Jews interpret the Bible and Rabbinic writings? ▪ Are different texts in the Tanach/Jewish Bible and Rabbinic writings true in different ways? ▪ How do Jews use the Bible and Rabbinic writings to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> ▪ What do Jews believe about life after death and why? 	<ul style="list-style-type: none"> ▪ Oneness of God illustrated in the Shema ▪ In Judaism, God does not take any physical form and cannot be depicted in any picture. ▪ God as Creator with human beings made in God’s image. eg Genesis ch 1-, creation celebrated in Shabbat and Rosh Hashanah ▪ God provides rules/codes by which people should live eg the Ten Commandments, Noahide laws, Leviticus 19, 613 mitzvot (commandments) ▪ Belief that God gave authority to learned people (Rabbis) to interpret the laws of Torah for each generation: importance of mishnah, Talmud, halachah (walking with God). ▪ Midrash – Rabbinic writing that interprets and fills in gaps in the Biblical text. Eg. What did Cain say to Able? Why did God create man? What was Abraham like as a child? (story of breaking the idols) Why was Isaac blind? Why was Moses ‘lame of speech’? ▪ Explore how the Torah is cared for and used in the synagogue eg regular reading, Bar Mitzvah, Simchat Torah ▪ Tradition of debate about Jewish texts ▪ God cares for people as illustrated in stories eg Abraham, Isaac, Jacob, Moses ▪ Importance of the Tanach (Torah, Nevi’im and Ketuvim) and the different forms of writing within it. ▪ That the Tanach is the same thing as the Jewish Bible or what Christians call the ‘Old Testament’. ▪ Jewish beliefs about life after death ▪ How Jews show respect for holy texts. Eg. hierarchy of which books can be put on top of others. 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell narratives about God’s care for people ▪ Identify Jewish beliefs about God, the world and human life/death; how the sacred writings of Judaism are used and cared for ▪ Recognise that questions about God, the world and human life/death are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death; the value of codes of conduct; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Jewish narratives/texts and beliefs about God, the world and human life/death ▪ Describe Jewish beliefs about God; how the sacred writings of Judaism are used ▪ Identify what/who influences their beliefs about God, the world and human life/death; the value/challenges of codes of conduct; how and to what/who they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Jewish beliefs about God, the world and human life/death; some similarities/differences between these and the beliefs of other religions; how Jewish sacred writings are used by Jews; how the Jewish Bible is different from the Christian Bible. ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people’s beliefs about God, the world and human life/death; the value/challenges of codes of conduct <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Jewish beliefs about God, the world and human life/death are similar to and distinct from the beliefs of other religions ▪ Explain how Jewish use their sacred writings; what they teach about God, the world and human life/death ▪ Ask, and suggest answers to, questions about their own and other people’s beliefs about God, the world and human life/death, explaining what influences their beliefs; the value/challenges of codes of conduct

OPTIONAL KEY STAGE 2 JUDAISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>behaving</i> in Judaism</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How has Judaism inspired the lives of some people? How do Jewish beliefs and teachings make a difference to their lives? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Jews believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Jews to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> How does performing commandments/mitzvot and following Jewish traditions (eg. kashrut, Shabbat) help a person to develop a Jewish identity? What might it mean to grow up in a Jewish family? How might a Jewish background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> How and why do Jews respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> Examples of Jewish contributions to society locally and further afield, past and present and their influence on others. eg Helen Suzman: rabbis eg Akiva, Rabbi Abraham Joshua Herschel; Jewish charities such as Jewish Care, Tzedek, JCORE, Jewish National Fund (JNF), World Jewish Relief, Chai Cancer Care, Jewish Women's Aid. Draw on local examples where possible. Make links between beliefs and practice. Examples can also be taken from scriptures eg Elisha, Esther, Jonah, Ruth. The Shema used in the mezuzah and tefillin Hillel's golden rule and the story of the man who stood on one leg (Talmud Shabbat 31a) The Talmud and other writings or the Rabbis as a guide to conduct Kosher food laws Keeping Shabbat The saying of blessings Responsibility to live by God's laws and planned giving Principle of ba'altashchit (Jewish law prohibits wanton destruction of resources) Laws of Kashrut 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others; why and how Jews follow certain rules, codes and traditions and their impact Begin to show awareness of similarities between following Judaism and following some other religions Recognise similarities/differences between their own values and Jewish values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others; why and how Jews follow certain rules, codes and traditions and their impact Recognise similarities/differences between following Judaism and following some other religions Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others; why and how Jews follow certain rules, codes and traditions and their impact Describe similarities/differences between following Judaism and following some other religions Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain ways in which being Jewish affects how people live within their families, local communities and the wider world, why and how Jews learn from the example of others; why and how Jews follow certain rules, codes and traditions and their impact Show they understand ways in which following Judaism is similar to and distinct from following some other religions Explain what/who influences how they live within their families, local communities and the wider world

OPTIONAL KEY STAGE 2 JUDAISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>belonging</i> in Judaism</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ How is worshipping together important in Judaism? ▪ How are synagogues used for worship? ▪ Why and how do Jews celebrate their festivals? ▪ Why and how are rites of passage marked publically? ▪ What family rituals do Jews observe at home? ▪ What places are special for Jews and how is this holiness expressed?? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Jews mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <p>What symbols do Jews use to express their beliefs and values?</p> <p>What is the role of music in Jewish identity and culture?</p>	<ul style="list-style-type: none"> ▪ Worship at home eg. Shabbat, and festival observance ▪ Worship in the synagogue eg. Shabbat and festival observance. Use of texts and prayer in worship. ▪ Importance of Israel as a spiritual focus for Jews around the world ▪ Holy and special places (eg. Western Wall) ▪ Exploration of key festivals eg. Rosh Hashanah, Yom Kippur, Pesach, Sukkot, Simchat Torah, Shavuot, Hanukkah ▪ Exploration of rites of passage eg Brit Milah, baby naming/blessing ceremonies, Bar/Bat Mitzvah, marriage, funerals ▪ Consider how funeral practices reflect beliefs ▪ Symbols and artistic artefacts: Menorah, Eagle/Lion on Torah scrolls, Bells and pomegranates (Rimonim), Lulav and Etrog (Succot), Crown on Torah scrolls, Hamsa (hand for good luck), Magen David (Shield of David), Torah scrolls, seder plate, kiddush cups, candle sticks, Havdallah spice box, dreidel, Chanukah menorah (chanukiya), mezuzah, tallit. ▪ Jewish art primarily involves making ritual objects beautiful as opposed to the visual arts, although there have been famous Jewish artists (esp. Chagall, Klimpt, Miro). ▪ Israeli dancing (see idi.org.uk) ▪ Jewish liturgical music, klezmer, other regional forms of music (see jmi.org.uk) 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Ask, and respond sensitively to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Make links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Ask important questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Show understanding of the links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Show they understand the links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols

Appendix C

Key Stage 3

CORE KEY STAGE 3 CHRISTIANITY: BELIEVING

Learning about religion	Content	Exemplar Expectations
<p align="center">Possible questions about <i>believing</i> in Christianity</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What do Christians believe about the nature of God as revealed in the Doctrine of the Trinity? Why? ▪ What do Christians understand to be the purpose of human life? ▪ What do Christians believe about their place in the world? ▪ What do Christians understand by/believe about salvation? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How do Christians use the Bible to help them decide what is true, right and wrong? ▪ How do Christians use Christian writings to help them decide what is true, right and wrong? ▪ What is the role of Christian leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Christians resolve the conflict between theories of a big bang, evolution and the creation narratives found in Genesis? ▪ In what ways have modern advances in medicine and other sciences challenged Christians? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Christians understand and respond to denominational diversity? 	<ul style="list-style-type: none"> ▪ Beliefs about God articulated in Christian creeds ie God the Father; God the Son incarnate, wholly divine and wholly man revealed in the birth, life, death, resurrection and ascension of Jesus; God the Holy Spirit, comforter and guide ▪ Christian beliefs about life eg grace, forgiveness, salvation, redemption, resurrection of the dead, everlasting life ▪ Christian beliefs about stewardship ▪ Beliefs about the authority of the Bible ▪ The different forms of writing found within the Bible and use made of them by Christians; its history, translations (many languages and different versions through time) ▪ Variety of ways in which the Bible is used by different groups of Christians eg in worship and study; the Bible as the basis for hymns and prayers ▪ Writings of Christians through the ages and their impact on worldwide Christianity eg Augustine, Thomas Aquinas, Teresa of Avila, Luther, George Fox, William Booth, Julian of Norwich, Hilda of Whitby, Bonhoeffer, RowenWillams constitutions resulting from the Second Vatican Council ▪ Impact of Christian leaders eg Popes, Bishops, local clergy, TV evangelists ▪ Literal and non-literal Christian interpretations of the Genesis narrative ▪ Examples of tension between what science has made possible/explained and Christian understandings of life and ways of living eg abortion, euthanasia, stem cell research etc, genetically predetermined characteristics, eg to believe in God ▪ Inter-denominational understandings ▪ 'unity in diversity' ▪ The Ecumenical movement ▪ Churches Together ▪ Denominational conflict eg Northern Ireland 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; elements of diversity within Christianity ▪ Ask important questions about their own and Christian beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; how Christians respond to diversity within Christianity and between Christianity and other religions ▪ Raise, and suggest answers to, questions about their own and Christian beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; how Christians respond to diversity between Christianity and other religions ▪ Suggest reasons for diversity within Christianity ▪ Ask, and suggest answers to, questions about their own and Christian beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; how Christians respond to diversity between Christianity and other religions ▪ Explain reasons for diversity within Christianity ▪ Use reasoning and examples to express insights into their own and Christian beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; how Christians respond to diversity between Christianity and other religions ▪ Analyse reasons for diversity within Christianity ▪ Articulate personal and critical responses to their own and Christian beliefs

CORE KEY STAGE 3 CHRISTIANITY: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> ▪ How might being a Christian influence your family life? ▪ How might being a Christian influence your relationships with friends and partners? ▪ How might being a Christian influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> ▪ How might Christian beliefs influence approaches to the rights and responsibilities of being a citizen? ▪ Why do Christians believe it is important to protect the rights of others? ▪ Should Christians take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> ▪ Why and how might Christians get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> ▪ Why and how might Christians from different denominations choose to work together? ▪ Why might Christians find it difficult to live and work alongside people whose Christian beliefs/practices are different from their own? 	<ul style="list-style-type: none"> ▪ Ceremonies Christians might choose related to family life eg Infant Baptism or Dedication, confirmation or believers' baptism, Church/Christian marriage. ▪ Christian beliefs about everyone being children of God, forgiveness, repentance, love, service ▪ Christian ethics relevant to relationships eg Christian responses to divorce; sexual ethics; ethics of abortion, in-vitro fertilisation, surrogacy; ethics of euthanasia ▪ Moral decisions about personal well-being eg use/abuse of drugs, alcohol etc, commitment to personal worship life e.g. youth churches such as Hill Song ▪ Responses to personal talents/skills etc ▪ Christian teachings about rights and responsibilities eg Matthew 25:31-46, The Sermon on the Mount inc Matthew 7:12 Treat others as you want them to treat you, The Good Samaritan; Matthew 25:31-45 etc ▪ Christian involvement in community issues eg care of the elderly, homeless, hospice movement etc ▪ Examples of Christians who have lived out their beliefs in the service of others and by taking roles within society eg examples of Christian monastic life; Simon Hughes, Eddie Stobbart, Roy Castle, Rosemary Conley, Corrie Ten Boom, Jackie Pullinger, William Booth, Martin Luther King, Desmond Tutu, Archbishop Romero, Mary Seacoll, Edith Cavell, Gladys Aylward ▪ Christian responses to eg war (just war theory), and particular wars, world poverty, health issues, environmental issues eg Christian declaration about the environment, Assisi in 1986 ▪ Examples of the work of Christian individuals, organisations, charities working in these fields. What they do and why they do it as they do. Eg Christian Aid, Oxfam, Tear Fund, CAFOD, Leprosy Mission ▪ Christians working for social and religious harmony ▪ The Ecumenical Movement, Churches Together ▪ Examples of religious intolerance and conflicts involving Christians eg Northern Ireland, Celtic v Rangers football clubs 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Begin to identify the impact of Christian beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues ▪ Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact of Christian beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs ▪ Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand the impact of Christian beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs ▪ Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of the impact of Christian beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Islamic teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs ▪ Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Christian beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse the impact of Christian beliefs, history and culture on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Islamic teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs ▪ Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Christian beliefs to daily life and relationships

CORE KEY STAGE 3 CHRISTIANITY: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Christians express their beliefs in worship? ▪ How do Christians express their beliefs and experiences through the arts? ▪ How do Christians make their beliefs known publically? 	<ul style="list-style-type: none"> ▪ Ways in which different styles/forms of worship express Christian beliefs eg sacraments, extemporary worship, meditation, prayer, use of music, serving others etc ▪ Christian beliefs expressed through eg art, architecture, dance, drama, film, literature, music etc. ▪ Christian processions, house to house evangelisation, street pastor movement ▪ Wearing Christian symbols in the work place e.g. crosses ▪ Working on Sunday's 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Christian beliefs are expressed in worship and the arts ▪ Make links between elements of Christian worship, examples of Christian artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for elements of Christian worship, examples of Christian artistic expression linking them with the beliefs they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diverse ways in which Christians express beliefs through worship and the arts ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different ways in which Christian beliefs are expressed in worship and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse diverse ways in which Christian beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied <p>Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others</p>

CORE KEY STAGE 3 BUDDHISM: BELIEVING

Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Buddhism</p> <p>To what extent is a person’s purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ Why does Buddhism have little to teach about God? ▪ What does Buddhism teach about the nature of life? ▪ What do Buddhists believe about death and the purpose of life <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How do Buddhists use Buddhist writings to help them decide what is true, right and wrong? ▪ What is the role of Buddhist leaders/teachers in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people’s beliefs?</p> <ul style="list-style-type: none"> ▪ How do the teachings of Gotama Buddha relate to scientific enquiry? ▪ How might modern advances in medicine and other sciences challenge Buddhists? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other’s beliefs?</p> <ul style="list-style-type: none"> ▪ How do Buddhists understand and respond to diversity within Buddhism? 	<ul style="list-style-type: none"> ▪ The Buddha claimed it was impossible to know whether there is a God or not ▪ Explore the three marks of existence: anicca, anatta, dukkha, dependent co-arising, the three poisons (greed, hatred and delusion/ignorance), the Four Noble Truths and the Eightfold Path ▪ Explore the concepts of kamma, rebirth, enlightenment, nibbana ▪ Consider the Buddha’s idea that the Buddha nature is in everyone ▪ Explore ways in which Buddhists use the example and teachings of Gotama Buddha to help them decide what to believe is true, right and wrong ▪ Explore ways in which the Sangha, Bodhisattvas and Buddhist teachers (eg the Dalai Lama) contribute to the understanding of Buddhists about what is true, right and wrong ▪ Consider how Gotama Buddha’s encouragement to his followers to verify his teachings through their own experiences compares with scientific enquiry. Consider how Buddhist beliefs in impermanence and compassion relate to scientific issues ▪ Explore diversity within Buddhism eg Theravadan, Mahayanan, Tibetan, Pure Land and Western forms of Buddhism 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; elements of diversity within Buddhism ▪ Ask important questions about their own and Buddhist beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; how Buddhists respond to diversity within Buddhism and between Buddhism and other religions ▪ Raise, and suggest answers to, questions about their own and Buddhist beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand distinctive Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; how Buddhists respond to diversity between Buddhism and other religions ▪ Suggest reasons for diversity within Buddhism ▪ Ask, and suggest answers to, questions about their own and Buddhist beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; how Buddhists respond to diversity between Buddhism and other religions ▪ Explain reasons for diversity within Buddhism ▪ Use reasoning and examples to express insights into their own and Buddhist beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; how Buddhists respond to diversity between Buddhism and other religions ▪ Analyse reasons for diversity within Buddhism ▪ Articulate personal and critical responses to their own and Buddhist beliefs

CORE KEY STAGE 3 BUDDHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Buddhism</p> <p>To what extent do people’s religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> ▪ How might being a Buddhist influence your family life? ▪ How might being a Buddhist influence your relationships with friends and partners? ▪ How might being a Buddhist influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> ▪ How might Buddhist beliefs influence approaches to the rights and responsibilities of being a citizen? ▪ To what extent do Buddhist teachings encourage Buddhists to protect the rights of others? ▪ Should Buddhists take active roles in their communities? If yes, how? Why? <p>To what extent do people’s religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> ▪ How and why might Buddhists get involved with global issues? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> ▪ How and why might people from different expressions of Buddhism work together? ▪ Are there any reasons why Buddhists might find it difficult to live and work alongside people whose Buddhist beliefs/practices are different from their own? 	<ul style="list-style-type: none"> ▪ Consider how the Eightfold Path, the Five Precepts and the qualities of compassion (karuna), loving kindness (metta), sympathetic joy (mudita) and equanimity (upekkha) influence the ways in which Buddhists relate to others and live as citizens within communities and of the world eg Buddhist declaration about the environment, Assisi in 1986 ▪ Explore the interdependent relationships of the monastic and lay Buddhist communities ▪ Buddhist responses to eg war, and particular wars, world poverty, health issues, environmental issues eg Buddhist declaration about the environment, Assisi in 1986 ▪ Consider different commentaries on particular aspects of Buddhism 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Begin to identify the impact of Buddhist beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues ▪ Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact of Buddhist beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs ▪ Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand the impact of Buddhist beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs ▪ Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of the impact of Buddhist beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how religious sources are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs ▪ Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Buddhist beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse the impact of Buddhist beliefs, history and culture on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how religious sources are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs ▪ Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Buddhist beliefs to daily life and relationships

CORE KEY STAGE 3 BUDDHISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Buddhism</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How are Buddhist beliefs reflected in meditation? ▪ How are the key beliefs of different Buddhist groups expressed in the symbolism and art of the Buddhist tradition? ▪ How do Buddhists make their beliefs known publically? 	<ul style="list-style-type: none"> ▪ Explore a variety of Buddhist meditation practices eg chanting and walking; mindfulness practice, visualisation, breathing, koan practice , prostrations etc ▪ Explore the symbolism and art of different Buddhist traditions and their significance and meaning eg Buddha rupas, Bodhisattvas, shrines, ceremonies, the wheel of life, mandalas, thangkas ▪ Explore ways in which Buddhists display their beliefs in public eg alms round, political protest in Tibet etc 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance for Buddhists of ways in which their beliefs are expressed in meditation, symbolism and the arts ▪ Make links between elements of Buddhist meditation, symbolism and artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of the importance for Buddhists of elements of meditation, symbolism and artistic expression linking them with the beliefs they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise the importance for Buddhists of diverse ways in which they express beliefs through meditation, symbolism and the arts ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance for Buddhists of different ways in which their beliefs are expressed in meditation, symbolism and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse the importance for Buddhists of diverse ways in which their beliefs are expressed in meditation, symbolism and the arts, using some of the principal methods by which religion, spirituality and ethics are studied ▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others

CORE KEY STAGE 3 ISLAM: BELIEVING

Learning about religion	Content	Exemplar Expectations
<p>Some possible questions about <i>believing</i> in Islam</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What do Muslims believe about the nature of God? Why? ▪ What do Muslims understand to be the purpose of human life? ▪ What do Muslims believe about their place in the world? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How do Muslims use the Qur'an to help them decide what is true, right and wrong? ▪ How do Muslims use Islamic writings to help them decide what is true, right and wrong? ▪ What is the role of Muslim leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Muslims resolve the conflict between theories of evolution and the creation? ▪ In what ways have modern advances in medicine and other sciences challenged Muslims? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Muslims understand and respond to diversity within Islam? 	<ul style="list-style-type: none"> ▪ The Oneness of Allah (Tawhid) as stated in the Shahadah ▪ Shirk – the sin of claiming Allah has any equal or partner ▪ Attributes of Allah revealed in the 99 names ▪ Consider key beliefs that inform Muslim living eg. 'The Six Articles of Belief' and their impact on Muslim daily lives ▪ Significance and role of sources of authority within Islam eg Qur'an, Hadith, Sunnah, Prophets, Imams, mosques and madrassah as places of education and guidance ▪ Importance of education / reading (first word revealed 'Iqra' (Recite / read) ▪ Muslim responses to the creation/evolution debate ▪ Muslim contribution to scientific developments and continuing responses to scientific advances ▪ Find out about diversity in Islam and reasons for it, diversity of Islamic practice through time, through dispersion and in different movements eg Qur'anic verses, Prophet's examples, no racism in Islam 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; elements of diversity within Islam ▪ Ask important questions about their own and Muslim beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; how Muslims respond to diversity within Islam and between Islam and other religions ▪ Raise, and suggest answers to, questions about their own and Muslim beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; how Muslims respond to diversity between Islam and other religions ▪ Suggest reasons for diversity within Islam ▪ Ask, and suggest answers to, questions about their own and Muslim beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; how Muslims respond to diversity between Islam and other religions ▪ Explain reasons for diversity within Islam ▪ Use reasoning and examples to express insights into their own and Muslim beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; how Muslims respond to diversity between Islam and other religions ▪ Analyse reasons for diversity within Islam ▪ Articulate personal and critical responses to their own and Muslim beliefs

CORE KEY STAGE 3 ISLAM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Islam</p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> ▪ How might being a Muslim influence your family life? ▪ How might being a Muslim influence your relationships with friends and partners? ▪ How might being a Muslim influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> ▪ How might Muslim beliefs influence approaches to the rights and responsibilities of being a citizen? ▪ To what extent do Christians believe it is important to protect the rights of others? ▪ Should Muslims take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> ▪ Why and how might Muslims get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> ▪ Why and how might Muslims from different traditions choose to work together? <p>Why might Muslims find it difficult to live and work alongside people whose Muslim beliefs/practices are different from their own?</p>	<ul style="list-style-type: none"> ▪ Sexual relationships and importance of marriage. Importance of respect and dignity between husband and wife ▪ Importance of honesty and good manners in all personal relationships. ▪ Rights and duties towards neighbours (many hadith examples) ▪ Jihad as personal, individual struggle to achieve self-improvement; campaigning for truth; helping the oppressed; defending faith and community. ▪ Significance of the Ummah. Not just Muslims. Eg Constitution of Madinah ▪ Zakah – giving money to charity, importance of giving of time. Welfare ▪ Explore Islamic teachings on human rights and social justice ▪ Muslim organisations working for social justice eg Islamic Relief (part of DEC), Islamic Society of Britain, feeding the homeless ▪ Explore plurality and diversity in Islam (eg schools of thought). ▪ Muslims in Britain and contribution in all spheres ▪ History and diversity of Muslims in Britain 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Begin to identify the impact of Muslim beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues ▪ Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact of Muslim beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs ▪ Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand the impact of Muslim beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs ▪ Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of the impact of Muslim beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Islamic teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs ▪ Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Muslim beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse the impact of Muslim beliefs, history and culture on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Islamic teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs ▪ Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Muslim beliefs to daily life and relationships

CORE KEY STAGE 3 ISLAM: BELONGING

Learning about religion	Content	Exemplar expectations
<p align="center">Some possible questions about <i>belonging</i> in Islam</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Muslims express their beliefs in worship? ▪ How do Muslims express their beliefs and experiences through the arts? ▪ How do Muslims make their beliefs known publically? 	<ul style="list-style-type: none"> ▪ Ways in which Islamic worship practices and traditions express key beliefs eg the centrality of the Qur'an, Qiblah, Salah, Hajj, Ramadan ▪ Explore use of different styles of art as an expression of Islamic spirituality ▪ Explore ways in which Muslims have expressed their beliefs publically 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Muslim beliefs are expressed in worship and the arts ▪ Make links between elements of Muslim worship, examples of Muslim artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for elements of Muslim worship, examples of Muslim artistic expression linking them with the beliefs they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diverse ways in which Muslims express beliefs through worship and the arts ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different ways in which Muslim beliefs are expressed in worship and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse diverse ways in which Muslim beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied ▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others

COREKEY STAGE 3 INTERFAITH DIALOGUE : BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in relation to interfaith dialogue</p> <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Christians and members of other religions understand/respond to other faiths? ▪ Why and how might people choose to meet together with others of different religious persuasions to exchange understandings of each others' beliefs and practices? 	<ul style="list-style-type: none"> ▪ Ways in which religions/people understand/respond to religions/secular belief systems other than their own eg different beliefs about who Jesus was; Islamic understandings about 'religions of the book'; beliefs about exclusive truth, intolerance, evangelism, acceptance of different paths to one end; all religions being one ▪ Explore examples of people of different faiths talking and learning from one another eg in local, national and international interfaith initiatives eg Reading Interfaith Group, local faith forums, Inter Faith Network of the UK, Council of Christians and Jews etc ▪ 'Building Good Relations With People Of Different Faiths and Beliefs' from the Inter Faith Network 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe how members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings ▪ Make links between these behaviours and the beliefs of selected religions; between their own beliefs and behaviours ▪ Ask important questions about their own responses to people who have different ideas from themselves drawing on examples <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of how members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings ▪ Make links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours ▪ Raise, and suggest answers to, questions about their own responses to people who have different ideas from themselves describing examples from their experience <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain how different members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings; links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours ▪ Ask, and suggest answers to, questions about their own responses to people who have different ideas from themselves explaining examples from their experience <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ Give informed accounts of how different members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings ▪ Explain links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours ▪ Use reasoning and examples to express insights into their own responses to people who have different ideas from themselves explaining examples from their experience <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of how different members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings ▪ Analyse links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours ▪ Evaluate their own responses to people who have different ideas from themselves analysing appropriate evidence and examples

CORE KEY STAGE 3 INTERFAITH DIALOGUE : BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in relation to interfaith dialogue</p> <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> ▪ How and why do people of different faith traditions engage together in activities to help the wider community? ▪ How and why do people from different faiths sometimes come into conflict? 	<ul style="list-style-type: none"> ▪ Explore examples of people from different faith groups working together for the good of the community in local, national and global contexts eg Reading Interfaith Group, Multifaith gathering in Trafalgar Square post 7 July 2005 London terrorist bombings ▪ Explore examples of conflicts associated with religious difference eg Israel/Palestine, social unrest in Britain linked with religious difference 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe some ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict ▪ Ask important questions about their responses to working alongside people who are different from themselves <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict ▪ Raise, and suggest answers to, questions about their responses to working alongside people who are different from themselves describing what influences these responses <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain and show they understand ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict; the influence of religious sources in these contexts ▪ Ask, and suggest answers to, questions about their responses to working alongside people who are different from themselves explaining what influences these responses; the challenge of inter-religious cooperation <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ Give informed accounts of ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict; the influence of religious sources in these contexts ▪ Use reasoning and examples to express insights into their responses to working alongside people who are different from themselves explaining what influences these responses; the challenge of inter-religious cooperation <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict; the influence of religious sources, history and culture in these contexts ▪ Evaluate their responses to working alongside people who are different from themselves analysing what influences these responses; the challenge of inter-religious cooperation

CORE KEY STAGE 3 INTERFAITH DIALOGUE : BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in relation to interfaith dialogue</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ Why might people of different faiths choose to belong to an interfaith group? ▪ How do people of different faiths live alongside one another in one family? ▪ Do people have the right to express their beliefs/spirituality publically? ▪ Do people have the right to try to convert others to their beliefs? 	<ul style="list-style-type: none"> ▪ Explore why and how people of different faiths develop a sense of belonging to groups which involve members of a wide range of different faiths. ▪ Explore the motivations of people who belong to Interfaith groups ▪ Explore the benefits and challenges of mixed faith marriages and families ▪ Explore the impact in contemporary society of the freedom of religious expression, the benefits and challenges it presents for people 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe some reasons why people of different religions develop a sense of belonging to interfaith groups ▪ Describe some of the benefits and challenges of mixed-faith marriages and families ▪ Ask important questions about their responses to interfaith/mixed -faith groups and relationships <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of reasons why people of different religions develop a sense of belonging to interfaith groups ▪ Describe and show understanding of benefits and challenges of mixed-faith marriages and families ▪ Raise, and suggest answers to, questions about their responses to interfaith/mixed-faith groups and relationships <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain and show they understand reasons why people of different religions develop a sense of belonging to interfaith groups ▪ Explain and show they understand the benefits and challenges of mixed-faith marriages and families ▪ Ask, and suggest answers to, questions about their responses to interfaith/mixed-faith groups and relationships <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ Give informed accounts of why people of different religions develop a sense of belonging, beyond their own faith, to interfaith groups ▪ Give informed accounts of the benefits and challenges of mixed-faith marriages and families ▪ Use reasoning and examples to express insights into their responses to interfaith/mixed-faith groups and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of why people of different religions develop a sense of belonging, beyond their own faith, to interfaith groups ▪ Show a coherent understanding of the benefits and challenges of mixed-faith marriages and families ▪ Articulate personal and critical responses to interfaith/mixed-faith groups and relationships

Learning about the Baha'i faith in Key Stage 3

Some suggestions for how key questions might be unpacked

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Baha'is express their beliefs in worship?
- How do Baha'is express their beliefs and experiences through the arts?
- How do Baha'is make their beliefs known publicly?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Baha'is believe about the nature of God?
- What do Baha'is understand to be the purpose of human life?
- What do Baha'is believe about their place in the world?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Baha'is use their holy writings to help them decide what is true, right and wrong?
- How do Baha'is use Baha'i writings to help them decide what is true, right and wrong?
- What is the role of elected Baha'i institutions in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- What is the Baha'i perspective on the relationship between scientific truth and religious truth?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- Why is there so little diversity of doctrine within the Baha'i faith?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Baha'i influence your family life?
- How might being a Baha'i influence your relationships with friends and partners?
- How might being a Baha'i influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Baha'i beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Baha'is believe it is important to protect the rights of others?
- Should Baha'is take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Baha'is get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Baha'is from different ethnic backgrounds choose to work together?
- Why can Baha'is from all over the world work together without conflict?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous page, that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*.

Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 3 BAHAI: BELIEVING

Learning about religion	Content	Expectations
<p align="center">Some possible questions about <i>believing</i> in the Baha'i faith</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What do Baha'is believe about the nature of God ▪ What do Baha'is understand to be the purpose of human life? ▪ What do Baha'is believe about their place in the world? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How do Baha'is use their holy writings to help them decide what is true, right and wrong? ▪ How do Baha'is use Baha'i writings to help them decide what is true, right and wrong? ▪ What is the role of elected Baha'i institutions in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ What is the Baha'i perspective on the relationship between scientific truth and religious truth? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ Why is there so little diversity of doctrine within the Baha'i faith? 	<ul style="list-style-type: none"> ▪ Know that Baha'is believe God is unknowable and can only be approached through Manifestations of God. ▪ Find out about Baha'i belief in the unity of humanity and the future world government. ▪ Compare the Baha'i belief in the progression of the soul with beliefs about life after death in other traditions. ▪ Understand the concept of progressive revelation and the belief that all religions emanate from a single Divine source. ▪ Explore the Writings of the Central Figures of the Baha'i Faith; evaluate the difference between revelation and interpretation of revelation. Consider the role of the Universal House of Justice as an elected religious authority. ▪ Consider the implications of the doctrine that science and religion must ultimately agree. ▪ Find out about the Covenant that holds Baha'is together. ▪ Explore Baha'i beliefs about the unity of all religions. 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion ▪ Ask important questions about their own and Baha'i beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; similarities and differences between the Baha'i faith and other religions studied ▪ Raise, and suggest answers to, questions about their own and Baha'i understandings of the meaning, purpose and truth of life. <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand distinctive Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; similarities and differences between the Baha'i faith and other religions studied and suggest possible reasons for these ▪ Ask, and suggest answers to, questions about their own and Baha'i understandings of the meaning, purpose and truth of life. <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; reasons for diversity within the Baha'i faith and between different religions ▪ Use reasoning and examples to express insights into their own and Baha'i understandings of the meaning, purpose and truth of life <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion ▪ Evaluate their own and Baha'i understandings of the meaning, purpose and truth of life

OPTIONAL KEY STAGE 3 BAHAI: BEHAVING

Learning about religion	Content	Expectations
<p>Some possible questions about <i>behaving</i> in the Baha'i faith</p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> ▪ How might being a Baha'i influence your family life? ▪ How might being a Baha'i influence your relationships with friends and partners? ▪ How might being a Baha'i influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> ▪ How might Baha'i beliefs influence approaches to the rights and responsibilities of being a citizen? ▪ To what extent do Baha'is believe it is important to protect the rights of others? ▪ Should Baha'is take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> ▪ Why and how might Baha'is get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> ▪ Why and how might Baha'is from different ethnic backgrounds choose to work together? ▪ Why can Baha'is from all over the world work together without conflict? 	<ul style="list-style-type: none"> ▪ Explore teachings from the Baha'i Writings about ethics and relationships ▪ Know about Baha'i teachings on marriage (Fortress of Wellbeing) and the family. ▪ Work as worship, non-violence and consultation. Persecution of Baha'is and reaction to it. ▪ Baha'i belief in global citizenship, equality of the sexes, opposition to racism, abolition of extremes of wealth and poverty, education as a path to equality ▪ Baha'i responses to environmental issues, Agenda 21, links to the Save the Children Fund ▪ There are no doctrinal splits in the worldwide Baha'i community. There is no clergy or priesthood. All authority rests with the elected Baha'i institutions. Consultation is at the heart of Baha'i community life. The equal status of men and women is a fundamental Baha'i teaching. The Baha'i community is extremely diverse, including peoples of all ethnic and religious backgrounds. 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how Baha'i beliefs and practices influence daily life in families and the wider community ▪ Identify what influences them ▪ Make links between their values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which Baha'i beliefs influence daily life in families and the wider community ▪ Raise, and suggest answers to, questions about what influences them and how their values and commitments are applied to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain how Baha'i beliefs influence daily life in families and the wider community in different ways ▪ Ask, and suggest answers to, questions about what influences them and how their values and commitments are applied to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of how Baha'i beliefs influence daily life in families and the wider community in different ways ▪ Use reasoning and examples to consider the challenges of belonging to a religion and applying their own values and commitments in daily lives <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Account for the variety of responses to Baha'i beliefs and their influences on daily life in families and the wider community ▪ Evaluate, using appropriate evidence and examples, Baha'i values and commitments

OPTIONAL KEY STAGE 3 BAHAI: BELONGING

Learning about religion	Content	Expectations
<p>Some possible questions about <i>belonging</i> in the Baha'i faith</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Baha'is express their beliefs in worship? ▪ How do Baha'is express their beliefs and experiences through the arts? ▪ How do Baha'is make their beliefs known publicly? 	<ul style="list-style-type: none"> ▪ Ways in which Baha'i worship, practices and traditions express key beliefs e.g. the oneness of God and the oneness of humanity. ▪ Pilgrimage, obligatory prayer and fasting. The Nineteen Day Feast and its importance to community life. ▪ Explore the life of one or more famous Baha'i artists or musicians e.g. Dizzy Gillespie, Bernard Leach. ▪ Investigate the importance and symbolism of Baha'i architecture e.g. at the Baha'i World Centre or Houses of Worship 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how Baha'is express their beliefs in worship and art, making links with stories and texts ▪ Make links between their own and Baha'i ways of expressing beliefs/ideas <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for a range of Baha' expressions of their beliefs in worship and art ▪ Raise, and suggest answers to, questions about what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise and explain unity/diversity in ways in which Baha'is express their beliefs in worship and art ▪ Ask, and suggest answers to, questions about what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of expressions of beliefs within Baha'i worship and art ▪ Use reasoning and examples to express insights into what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Apply some of the principal methods by which religion and spirituality are studied to their exploration of ways in which Baha'is express their beliefs in worship and art ▪ Use appropriate evidence and examples to articulate personal and critical responses to the expression of Baha'i beliefs through worship and art

Learning about Hinduism in Key Stage 3

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Hindus express their beliefs in worship at home and in the mandir?
- How do Hindus express their beliefs and experiences through the arts?
- How do Hindus make their beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Hindus believe about the nature of God
- What do Hindus understand to be the purpose of human life?
- What do Hindus believe about their place in the world?
- How do Hindu beliefs in reincarnation make a difference to the ways in which they live?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How are Hindu scriptures and other writings used by different Hindus to decide what is true, false, right and wrong?
- What is the role of Hindu leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do Hindu beliefs and teachings influence Hindu responses to scientific understandings of the world and scientific advances?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Hindus understand and respond to diversity within Hinduism?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Hindu influence your family life?
- How might being a Hindu influence your relationships with friends and partners?
- How might being a Hindu influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Hindu beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Hindus believe it is important to protect the rights of others?
- Should Hindus take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Hindus get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Hindus from different traditions choose to work together?
- Why might Hindus find it difficult to live and work alongside people whose Hindu beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out on the following pages

OPTIONAL KEY STAGE 3 HINDUISM: BELIEVING

Learning about religion	Content	Exemplar Expectations
<p>Some possible questions about <i>believing</i> in Hinduism</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What do Hindus believe about the nature of God ▪ What do Hindus understand to be the purpose of human life? ▪ What do Hindus believe about their place in the world? ▪ How do Hindu beliefs in reincarnation make a difference to the ways in which they live? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How are Hindu scriptures and other writings used by different Hindus to decide what is true, false, right and wrong? ▪ What is the role of Hindu leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Hindu beliefs and teachings influence Hindu responses to scientific understandings of the world and scientific advances? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Hindus understand and respond to diversity within Hinduism? 	<ul style="list-style-type: none"> ▪ God as a 'person' and god as impersonal, the all pervading world-soul. God in three places – everywhere (impersonal), within the heart, far away in his/her own realm (personal) - (linked with environment, meditation and puja respectively) ▪ Consider the extent to which Hinduism is understood to be a monotheistic religion ▪ Consider concepts of avatar and incarnation in Hinduism ▪ Consider the concept of atman and the idea of God/Brahman in everyone (some traditions equating the two and others seeing them as a separate 'beings' in a state of communion) ▪ Consider Hindu beliefs that one's present body is the result of our previous actions (karma) ▪ Explore the significance and interpretation of Hindu scriptures and teachers ▪ Hindu involvement in religion-related conflicts ▪ Explore the impact of Hindu teachings and a cyclical understanding of time/life on the creation/evolution debate ▪ Consider Hindu responses to advances in science ▪ Find out about diversity within Hinduism and reasons for it eg Vaishnavas worship Vishnu in his forms, Shaivas worship Shiva, Shaktas worship Shakti, Smartas worship a number of deities including the above, and Ganash and Surya 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; elements of diversity within Hinduism ▪ Ask important questions about their own and Hindu beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; how Hindus respond to diversity within Hinduism and between Hinduism and other religions ▪ Raise, and suggest answers to, questions about their own and Hindu beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; how Hindus respond to diversity within and between Hinduism and other religions ▪ Suggest reasons for diversity within Hinduism ▪ Ask, and suggest answers to, questions about their own and Hindu beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; how Hindus respond to diversity between Hinduism and other religions ▪ Explain reasons for diversity within Hinduism ▪ Use reasoning and examples to express insights into their own and Hindu beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; how Hindus respond to diversity within and between Hinduism and other religions ▪ Analyse reasons for diversity within Hinduism ▪ Articulate personal and critical responses to their own and Hindu beliefs

OPTIONAL KEY STAGE 3 HINDUISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Hinduism</p> <p>To what extent do people’s religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> How might being a Hindu influence your family life? How might being a Hindu influence your relationships with friends and partners? How might being a Hindu influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> How might Hindu beliefs influence approaches to the rights and responsibilities of being a citizen? To what extent do Hindus believe it is important to protect the rights of others? Should Hindus take active roles in their communities? If yes, how? Why? <p>To what extent do people’s religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> Why and how might Hindus get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> Why and how might Hindus from different traditions choose to work together? Why might Hindus find it difficult to live and work alongside people whose Hindu beliefs/practices are different from their own? 	<ul style="list-style-type: none"> Explore the impact of the concepts of Sanatana Dharma (eternal law), Varnasharama Dharma (code of conduct appropriate to status by birth (varna) and stage of life (ashrama)), and karma on Hindu life (at different stages) and decision making Explore teachings from Hindu writings about ethics and relationships Consider Hindu responses to arranged/assisted marriages Consider Hindu values (egself discipline/mind and sense control, seva – service, ahimsa – non-violence) and their impact on Hindu approaches to citizenship Consider a contemporary Hindu response to the caste system Find out about Hindu individuals and organisations who worked or are working for social justice eg Gandhi, the Chipko Movement, Food for Life (ISKCON related), BAPS (Swaminarayan related) Hindu responses to global issues eg war, world poverty, health issues, environmental issues eg Hindu declaration about the environment, Assisi in 1986 Find out about how Hindus have worked together for the good of the community 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Begin to identify the impact of Hindu beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the impact of Hindu beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand the impact of Hindu beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of the impact of Hindu beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Hindu teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Hindu beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse the impact of Hindu beliefs, history and culture on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Hindu teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Hindu beliefs to daily life and relationships

OPTIONAL KEY STAGE 3 HINDUISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Hinduism</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Hindus express their beliefs in worship at home and in the mandir? ▪ How do Hindus express their beliefs and experiences through the arts? ▪ How do Hindus make their beliefs known publically? 	<ul style="list-style-type: none"> ▪ Ways in which Hindu worship practices and traditions express key beliefs eg reverence for God, personal and impersonal concepts of God, male and female nature of God ▪ Explore different paths within Hinduism eg bhakti yoga (path of devotion), Karma yoga (path of devotion), Jnana yoga (renouncing the world to search for knowledge and wisdom), astanga yoga (the path of yoga and meditation) ▪ Explore how Hindus use the arts to express their beliefs eg in murtis, paintings, dance, drama, music 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Hindu beliefs are expressed in worship and the arts ▪ Make links between elements of Hindu worship, examples of Hindu artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for elements of Hindu worship, examples of Hindu artistic expression linking them with the beliefs they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diverse ways in which Hindus express beliefs through worship and the arts ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different ways in which Hindu beliefs are expressed in worship and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse diverse ways in which Hindu beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied ▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others

Learning about Judaism in Key Stage 3

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Jews express their spirituality in worship?
- How do Jews express their values and experiences through the arts?
- How do Jews make their identity and beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What does Judaism teach about the nature of God?
- What does Judaism teach about the purpose of human life?
- What does Judaism teach about the place of Jews in the world?
- Can someone who has lost faith in God still be a good Jew?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Jews use the Torah and other Jewish writings to help them decide what is true, right and wrong?
- What is the role of Jewish leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do Jews resolve the apparent conflict between theories of evolution and the creation narratives found in Genesis?
- In what ways have modern advances in medicine and other sciences challenged Jews?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How important is it for Jews to marry other Jews?
- How do Jews understand and respond to the variety of religions in the world?
- How do Jews understand and respond to diversity within Judaism?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Jew influence your family life?
- How might being a Jew influence your relationships with friends and partners?
- How might being a Jew influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Jewish beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Jews believe it is important to protect the rights of others?
- Should Jews take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Jews get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Jews of from different traditions choose to work together?
- Why might Jews find it difficult to live and work alongside people whose Jewish beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing*, *belonging*, *behaving*) be explored. Suggestions about content and attainment expectations are set out on the following pages

OPTIONAL KEY STAGE 3 JUDAISM: BELIEVING

Learning about religion	Content	Exemplar Expectations
<p>Some suggested questions about <i>believing</i> in Judaism</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What does Judaism teach about the nature of God? ▪ What does Judaism teach about the purpose of human life? ▪ What does Judaism teach about the place of Jews in the world? ▪ Can someone who has lost faith in God still be a good Jew? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How do Jews use the Torah and other Jewish writings to help them decide what is true, right and wrong? ▪ ▪ What is the role of Jewish leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Jews resolve the apparent conflict between theories of evolution and the creation narratives found in Genesis? ▪ In what ways have modern advances in medicine and other sciences challenged Jewss? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How important is it for Jews to marry other Jews? ▪ How do Jews understand and respond to the variety of religions in the world? ▪ How do Jews understand and respond to diversity within Judaism? 	<ul style="list-style-type: none"> ▪ Respect for God's name shown by Jews (third commandment): Biblical names of God that Jews show care in using. ▪ How Jews dispose of damaged or old sacred texts. ▪ Monotheism illustrated in the Shema ▪ How Jews make sense of their relationship with God in the light of the Holocaust ▪ Covenants between God, Noah, Abraham and Moses; the chosen people ▪ Significance and role of sacred texts (Torah, Tanach, Talmud, Codes of Jewish law, etc.), rabbis, traditions as sources of authority for different groups of Jews eg Orthodox, Masorti, Reform, Liberal, Chassidim ▪ Jewish responses to the creation/evolution debate ▪ Jewish responses to scientific advances ▪ Find out about diversity within Judaism and reasons for it ▪ Practice is more important than belief in Judaism ▪ Judaism is non-proselytising (Noahide laws) 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; elements of diversity within Judaism ▪ Ask important questions about their own and Jewish beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; how Jews respond to diversity within Judaism and between Judaism and other religions ▪ Raise, and suggest answers to, questions about their own and Jewish beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; how Jews respond to diversity between Judaism and other religions ▪ Suggest reasons for diversity within Judaism ▪ Ask, and suggest answers to, questions about their own and Jewish beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; how Jews respond to diversity between Judaism and other religions ▪ Explain reasons for diversity within Judaism ▪ Use reasoning and examples to express insights into their own and Jewish beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; how Jews respond to diversity between Judaism and other religions ▪ Analysereasons for diversity within Judaism ▪ Articulate personal and critical responses to their own and Jewish beliefs

OPTIONAL KEY STAGE 3 JUDAISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>behaving</i> in Judaism</p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> ▪ How might being a Jew influence your family life? ▪ How might being a Jew influence your relationships with friends and partners? ▪ How might being a Jew influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> ▪ How might Jewish beliefs influence approaches to the rights and responsibilities of being a citizen? ▪ To what extent do Jews believe it is important to protect the rights of others? ▪ Should Jews take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> ▪ Why and how might Jews get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> ▪ Why and how might Jews of from different traditions choose to work together? ▪ Why might Jews find it difficult to live and work alongside people whose Jewish beliefs/practices are different from their own? 	<ul style="list-style-type: none"> ▪ Explore teachings from Jewish writings about ethics and relationships eg those found in the Talmudesp Ethics of Fathers and Hillel's golden rule (Talmud Shabbat 31a) ▪ Explore the importance of forgiveness and reconciliation as illustrated in the festival of Yom Kippur ▪ Examine teachings found in Leviticus 19 ▪ Consider how issues of prejudice and social justice are illustrated in the celebration of some Jewish festivals eg Pesach, Hanukkah, Purim ▪ The impact of anti-Semitism and Jewish responses ▪ Jewish organisations working for social justice eg Tzedek, Jewish Care ▪ Jewish responses to global issues eg war, world poverty, health issues, environmental issues ▪ Principle of ba'altashchit: Jewish law prohibits waste or destruction of resources ▪ Explore examples of cooperation and tensions within the diversity of Judaism 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Begin to identify the impact of Jewish beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues ▪ Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact of Jewish beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences of approaches amongst Jews and with the living out of other religious beliefs ▪ Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand the impact of Jewish beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences of approaches amongst Jews and with the living out of other religious beliefs ▪ Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of the impact of Jewish beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Jewish teachings are used to provide answers to ethical issues; similarities and differences of approaches amongst Jews and with the living out of other religious beliefs ▪ Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Jewish beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse the impact of Jewish beliefs, history and culture on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Jewish teachings are used to provide answers to ethical issues; similarities and differences of approaches amongst Jews and with the living out of other religious beliefs ▪ Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Jewish beliefs to daily life and relationships

OPTIONAL KEY STAGE 3 JUDAISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p align="center">Some suggested questions about <i>belonging</i> in Judaism</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Jews express their spirituality in worship? ▪ How do Jews express their values and experiences through the arts? How do Jews express their identity through dress and diet? 	<ul style="list-style-type: none"> ▪ Ways in which Jewish worship practices and traditions express key values eg importance given to the Torah as the Word of God ▪ Importance of observing mitzvot (commandments) and keeping traditions in bonding Jews together by creating a common lifestyle. ▪ Public display of identity eg. through dress and diet. Impact of keeping kosher or Shabbat on social life with non-Jews. ▪ Symbols and artistic artefacts: Menorah, Eagle/Lion on Torah scrolls, Bells and pomegranates (Rimonim), Lulav and Etrog (Succot), Crown on Torah scrolls, Hamsa (hand for good luck), Magen David (Shield of David), Torah scrolls, seder plate, kiddush cups, candle sticks, Havdallah spice box, dreidel, Chanukah menorah (chanukiya), mezuzah, tallit. ▪ Jewish art primarily involves making ritual objects beautiful as opposed to the visual arts, although there have been famous Jewish artists (esp. Chagall, Klimpt, Miro). ▪ Israeli dancing (see idi.org.uk) ▪ Jewish liturgical music, klezmer, other regional forms of music (see jmi.org.uk) 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Jewish beliefs and values are expressed in worship and the arts ▪ Make links between elements of Jewish worship, examples of Jewish artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for elements of Jewish worship, examples of Jewish artistic expression linking them with the beliefs and values they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diverse ways in which Jews express beliefs and values through worship and the arts ▪ Explain ways in which they and others express beliefs and values that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different ways in which Jewish beliefs and values are expressed in worship and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express beliefs and values that are important to them; their spirituality <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse diverse ways in which Jewish beliefs and values are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied ▪ Articulate personal and critical responses to ways in which they and others express beliefs and values that are important to them; their spirituality; ; the impact these expressions may have on others

Learning about Sikhism in Key Stage 3

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Sikhs express their beliefs in worship?
- How do Sikhs express their beliefs and experiences through the arts?
- How do Sikhs make their beliefs known publicly?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Sikhs believe about the nature of God?
- What do Sikhs understand to be the purpose of human life?
- What do Sikhs believe about their place in the world?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Sikhs use Guru Granth Sahib to help them decide what is true, right and wrong?
- How do Sikhs use Sikh writings to help them decide what is true, right and wrong?
- What is the role of Sikh leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- In what ways have modern advances in medicine and other sciences challenged Sikhs?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Sikhs understand and respond to diversity within Sikhism?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Sikh influence your family life?
- How might being a Sikh influence your relationships with friends and partners?
- How might being a Sikh influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Sikh beliefs influence approaches to the rights and responsibilities of being a citizen?
- Why do Sikhs believe it is important to protect the rights of others?
- Should Sikhs take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Sikhs get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Sikhs from different traditions choose to work together?
- Why might Sikhs find it difficult to live and work alongside people whose Sikh beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored.

Suggestions about content and attainment expectations are set out in the following pages.

OPTIONA; KEY STAGE 3 SIKHISM: BELIEVING

Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Sikhism</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> What do Sikhs believe about the nature of God? What do Sikhs understand to be the purpose of human life? What do Sikhs believe about their place in the world? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> How do Sikhs use the Guru Granth Sahib to help them decide what is true, right and wrong? How do Sikhs use Sikh writings to help them decide what is true, right and wrong? What is the role of Sikh leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> In what ways have modern advances in medicine and other sciences challenged Sikhs? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <p>How do Sikhs understand and respond to diversity within Sikhism?</p>	<ul style="list-style-type: none"> There is only one God whose nature is described in the MoolMantar. Sikh belief in Samsara and, with God's help, eventual union with God and impact of these beliefs on Sikh living Sikhs believe in Sewa (service)http://www.sikhanswers.com/principles-and-concepts/role-of-selfless-service-sewa/ Do Ardas (supplication) in front of Guru Granth Sahib, followed by a Hukamnama (order) done by Granthi (priest). Hukamnama is randomly selected Shabad (hymn) from the Guru Granth Sahib. See Sikh Code of Conduct for more information (Article VII point e)- http://www.sgpc.net/rehat_maryada/section_three_chap_five.html Use of Sikh scriptures- Guru Granth Sahib, Guru Gobind Singh's Shabads (hymns), the compositions of BhaiGurdas and BhaiNandLal to give moral lessons and guidance. PanjPyare (five beloved ones) who conduct the Sikh initiation (baptism) ceremony give do's and don'ts at the end of the ceremony. As the PanjPyare are the highest Sikh authority, any Sikh may ask them any question they have (and get a reply) before the start of the Sikh initiation ceremony. For the do's and don'ts visit (Article XXIV point p and q) - http://www.sgpc.net/rehat_maryada/section_six.html http://www.sikhanswers.com/rehat-maryada-code-of-conduct/code-of-discipline-for-the-khalsa/ Sikh responses to scientific understandings and advances e.g. creation/evolution, advances in medical research and treatments etc One basic world-wide Sikh Code of Conduct (visit link below), different Sikh groups put in additions to it according to their own points of view, for example extra compulsory prays. http://www.sgpc.net/sikhism/sikh-dharma-manual.html 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; elements of diversity within Sikhism Ask important questions about their own and Sikh beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; how Sikhs respond to diversity within Sikhism and between Sikhism and other religions Raise, and suggest answers to, questions about their own and Sikh beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; how Sikhs respond to diversity between Sikhism and other religions Suggest reasons for diversity within Sikhism Ask, and suggest answers to, questions about their own and Sikh beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; how Sikhs respond to diversity between Sikhism and other religions Explain reasons for diversity within Sikhism Use reasoning and examples to express insights into their own and Sikh beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; how Sikhs respond to diversity between Sikhism and other religions Analyse reasons for diversity within Sikhism Articulate personal and critical responses to their own and Sikh beliefs

OPTIONAL KEY STAGE 3 SIKHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
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<p>Possible questions about <i>behaving in Sikhism</i></p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> How might being a Sikh influence your family life? How might being a Sikh influence your relationships with friends and partners? How might being a Sikh influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> How might Sikh beliefs influence approaches to the rights and responsibilities of being a citizen? Why do Sikhs believe it is important to protect the rights of others? Should Sikhs take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> Why and how might Sikhs get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> Why and how might Sikhs from different traditions choose to work together? Why might Sikhs find it difficult to live and work alongside people whose Sikh beliefs/practices are different from their own? 	<ul style="list-style-type: none"> Explore teachings from Sikh writings about ethics and relationships (respect for elders and other family members, looking after one's own spiritual and physical wellbeing via meditation [Nam Simran] and exercise [Guru AngadDev encouraged physical fitness-wrestling]). http://www.sikhiwiki.org/index.php/Family_in_Sikhismhttp://www.sikhanswers.com/principles-and-concepts/what-is-the-goal-of-human-life/ Consider Sikh values of Nam Simran (meditation on the Sikh idea of God), Kiratkarna (supporting oneself by honest means), Sewa (service), Vandchhakna (helping others) and their impact on a Sikh approach to citizenship Sikhs believe it is important to protect the rights of others, for example martyrdom of Guru TeghBahadur- 9th Guru. A number of Sikh organisations take active roles in society, for example Sikh Welfare Awareness Team (S.W.A.T.), visit link- http://swatuk.org/ For Sikh organisations involved with social justice see http://www.unitedsikhs.org/ http://www.prisonerwelfare.com/ For Sikh response on environmental sustainability see: http://www.sikhnet.com/news/ecological-concerns-and-sikh-activism http://www.sikhnet.com/news/sikhs-urged-celebrate-march-14th-sikh-environment-day-update http://www.sikhnet.com/news/sikh-vatavaran-diwas-environment-day-2012-14th-march http://www.sikhnet.com/news/1001-sikh-institutions-celebrate-march-14-sikh-environment-day 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Begin to identify the impact of Sikh beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the impact of Sikh beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand the impact of Sikh beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of the impact of Sikh beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Sikh teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Sikh beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse the impact of Sikh beliefs, history and culture on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Sikh teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Sikh beliefs to daily life and relationships
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OPTIONAL KEY STAGE 3 SIKHISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Sikhism</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Sikhs express their beliefs in worship? ▪ How do Sikhs express their beliefs and experiences through the arts? ▪ How do Sikhs make their beliefs known publicly? 	<ul style="list-style-type: none"> ▪ Sikhs express their belief in worship via Kirtan (singing hymns) and Katha (spiritual and historical discourse), visit links- http://www.sikhanswers.com/worship-ceremonies-institutions/sacred-music-kirtan/ http://www.sikhanswers.com/worship-ceremonies-institutions/what-is-katha/ ▪ Pictures of the Gurus and other important historical figures/events express religious feelings; however they are not used in worship. Music plays a very important role within Sikh worship (see above link about Kirtan). Role plays are sometimes used to enact important historical events; however the role of the Gurus cannot be acted out by anyone. For an up-coming Sikh painter see http://www.artofpunjab.com/ For Kirtan from Golden Temple see http://www.youtube.com/watch?v=girkyNTYmyk&feature=related ▪ Sikh 5 Ks, protests, langar, Nagar Kirtan (procession)- and charities see second link http://www.sikhiwiki.org/index.php/Nagar_Kirtan http://www.khalsaaid.org/ 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Sikh beliefs are expressed in worship and the arts ▪ Make links between elements of Sikh worship, examples of Sikh artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for elements of Sikh worship, examples of Sikh artistic expression linking them with the beliefs they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diverse ways in which Sikhs express beliefs through worship and the arts ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different ways in which Sikh beliefs are expressed in worship and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse diverse ways in which Sikh beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied ▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others

Appendix D

UNOFFICIAL APP LEVELS PRODUCED BY QCA

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
8	<ul style="list-style-type: none"> • use a wide range of terminology, concepts and methods to analyse and synthesise a broad understanding of religions and beliefs • interpret religions and beliefs in their historical, social and cultural contexts • analyse different interpretations of religious, spiritual and moral sources 	<ul style="list-style-type: none"> • independently research and conclude from critical enquiries into a range of arguments about religions and beliefs • analyse the interrelationship between religions and beliefs and other disciplines or areas of human understanding, e.g. scientific enquiry • interpret varied forms of religious, spiritual and moral expression using their understanding of religions or beliefs 	<ul style="list-style-type: none"> • synthesise a range of evidence, arguments and reflections to challenge others' ideas and justify their own • express creative interpretations and evaluations of different forms of religious, spiritual and moral expression • draw balanced conclusions about aspects of religion and belief and present them persuasively to others
7	<ul style="list-style-type: none"> • use abstract concepts to analyse issues of religions and beliefs • explain coherently some consequences and influences of religions and beliefs on individuals and communities • explain some of the varying influences of history and culture on aspects of religious life and practices 	<ul style="list-style-type: none"> • initiate independent critical enquiry into aspects of religions and beliefs • use a wide range of relevant evidence, examples and sources to explore religious ideas and practices • use some of the principal methods by which religion is studied to enquire into forms of spiritual and moral expression 	<ul style="list-style-type: none"> • critically evaluate the significance of religious and non-religious viewpoints, personally and across societies • articulate insightful personal and critical responses to questions of belief and ethical issues • analyse contrasting viewpoints, including their own, through critical argument and use of evidence and experience.

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
6	<ul style="list-style-type: none"> • use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. 	<ul style="list-style-type: none"> • identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • interpret the significance and impact of different forms of religious and spiritual expression 	<ul style="list-style-type: none"> • argue persuasively their views on questions of religion and belief, taking account of others' viewpoints • express insights of their own into the challenges of committing to a religion or belief in the contemporary world • explain the challenges posed by religious, spiritual and philosophical questions
5	<ul style="list-style-type: none"> • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts 	<ul style="list-style-type: none"> • express clear views about how sources of inspiration and influence make a difference to their own and others' beliefs • recognise and explain how issues related to religion and belief are relevant in their own lives • contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
4	<ul style="list-style-type: none"> • comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs 	<ul style="list-style-type: none"> • gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> • describe how sources of inspiration and influence make a difference to themselves and others • apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions
3	<ul style="list-style-type: none"> • make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs" 	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • identify what influences and inspires them, and why • compare their own ideas and feelings about what pupils think is important • make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
2	<ul style="list-style-type: none"> • retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways • identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • respond sensitively and imaginatively to questions about their own and others' experiences and feelings • give a reason why something may be valued by themselves and others
1	<ul style="list-style-type: none"> • recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> • identify what they find interesting and puzzling in life • recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> • express their own experiences and feelings • identify what is important to themselves and may be important to others

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West Berkshire

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The Non-statutory Framework for Religious Education (2004)

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