

# Milton Keynes Agreed Syllabus for Religious Education

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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- RE should be taught to all pupils in full time education in schools except for those withdrawn at the request of their parents (details to be found in DCSF publication: RE in English schools: Non-statutory guidance 2010, p27-30).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 Here, as well as in the other key stages, it is a compulsory subject for all pupils who have not been withdrawn by their parents.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 a 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&\)](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.

## **The contribution of RE to the school curriculum**

### **Supporting the values of the curriculum**

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

- pupils valuing themselves and others
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- Sustainable development of the Earth.

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

### **Supporting the aims of the curriculum - Aim 1:**

The school curriculum should aim to provide opportunities for all pupils to learn and achieve. In so doing it is hoped is that all pupils will become successful learners who enjoy learning, make progress and achieve.

RE should be a stimulating, interesting and enjoyable subject. The knowledge, skills and understanding outlined in the Non-statutory National Framework for RE (published by QCA in 2004) and adopted as part of this syllabus, are designed to promote the best possible progress and attainment for all pupils. RE develops independent and interdependent learning. It makes an important contribution to pupils' skills in literacy and information and communication technology (ICT). RE promotes an enquiring approach in which pupils carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner. It will be important for pupils to develop positive attitudes to their learning and to the beliefs and values of others. Their learning will be supported by the development, through RE, of certain attitudes as below.

Open-mindedness which in RE includes pupils:

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

Appreciation and wonder which in RE includes pupils:

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

### **Supporting the aims of the curriculum - Aim 2:**

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development to prepare all pupils for the opportunities, responsibilities and experiences of life. In so doing it is intended that all pupils should become confident individuals who are able to live safe, healthy and fulfilling lives.

RE has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of this syllabus is a focus on ultimate questions and ethical issues. This focus enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. RE seeks to develop pupils' awareness of themselves and others. This helps pupils to gain a clear understanding of the significance of religions and beliefs in the world today and learn about the ways different faith communities relate to each other. A central concern of RE is the promotion of each pupil's self-worth.

The development of an attitude of self-awareness will, in RE, include pupils:

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

It is also intended that through RE pupils should become responsible citizens who make a positive contribution to society. This syllabus aims to promote religious understanding, discernment and respect and challenge prejudice and stereotyping. RE is committed to exploring the significance of the environment, both locally and globally, and the role of human beings and other species within it.

In support of this pupils are encouraged to develop an attitude of respect for all which in RE includes them:

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

## Every Child Matters – the contribution of RE

Learning to be healthy	RE explores morals and decision-making and the ethics of a wide range of issues through the key stages. It also explores matters relating to spiritual growth and well-being, prayer, meditation, enlightened thinking, spiritual rituals etc.
Staying safe	RE involves evaluating ideas, relationships and practices; learning about religious and ethical rules relating to care of self and others, individual and community well-being, respect for friends and neighbours; learning about authority, ethics, relationships and rights and responsibilities.
Enjoying and achieving	RE involves exploring and sharing beliefs, practices and feelings; engaging with issues of meaning and value; developing curiosity about religion in the modern world; searching for meaning; debating ideas; meeting people of different cultures and beliefs.
Making a positive contribution	RE involves developing of an appreciation of different points of view; investigating, discussing and building reasoned arguments; dealing with different beliefs respectfully, learning about justice, authority and interfaith dialogue, learning about faith groups in the community.
Achieving economic wellbeing	RE involves learning about religious and ethical rules surrounding the use of money; learning about equality, justice, prejudice, discrimination, human rights, fair trade, the environment and climate change; learning about religious issues in the workplace, such as diet, clothing, use of time for prayer, values and attitudes; learning about the work of charities; developing skills of listening, empathy and group collaboration.

### RE and the rest of the curriculum

RE can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The 'Learning about religion' elements of the syllabus have been grouped around three strands: *believing*, *behaving* and *belonging*. Part of the vision of this is that addressing the *believing* strand strongly supports pupils' spiritual development whilst the *behaving* strand supports moral and social development, with *belonging* dealing with social and cultural development.

#### Spiritual development can be promoted through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues.

#### Moral development can be promoted through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders

- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

#### **Social development can be promoted through:**

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.

#### **Cultural development can be promoted through:**

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

#### **Cross- curricular studies**

RE offers a wealth of opportunities for cross curricular links just a few of which are set out below:

#### **Citizenship through RE**

**Citizenship** can be promoted particularly through the *behaving* strand of learning about religion and by:

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

#### **Personal, Social and Health Education (PSHE) through RE**

**PSHE** can be promoted through pupils:

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

### **Key Skills – the contribution of RE:**

RE lessons should offer pupils opportunities to develop their skills in all the following areas:

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

### **Other aspects of the curriculum through RE**

RE provides opportunities to promote:

- **Thinking skills** through helping pupils to research, select, interpret and analyse information from religious traditions, reflect and question their own views and ideas and those of others and communicate their ideas in a variety of ways.
- **Financial capability** through considering the responsible use of money, the importance of giving and the ethics of wealth, debt, poverty, gambling, business and investment.
- **Creativity and culture** through considering the scope of human nature, sources of inspiration and discovery, connections between beliefs, values and forms of artistic expression, appreciating the value of cultural distinctiveness and reflecting on beauty, goodness and truth in creative and expressive arts.
- **Education for racial equality and community cohesion** through studying the damaging effects of xenophobia and racial stereotyping, the impact of conflict in religion and the promotion of respect, understanding and cooperation through dialogue between people of different faiths and beliefs.
- **Effective contributions to scientific, medical and health issues** through exploring philosophical and ethical questions of the origin, purpose and destiny of the cosmos and life within it, exploring the nature of humanity and human interaction with the world, exploring developments in genetics and medicine and their application and use and exploring concepts of health and well-being and their promotion.
- **Links to employment, vocations and work-related learning** through a focus on individual sense of purpose and aspiration in life, and through considering the appropriateness and relevance of RE to a wide range of employment opportunities and the development of spiritual and ethical issues linked to the world of work.
- **Education for sustainable development** through helping pupils consider the origins and value of life, the importance of looking after the environment and studying the ways in which religious beliefs and teachings have influenced attitudes to the environment and other species.

### **RE and the general teaching requirements**

What follows is an outline of the particular contribution RE can make to the general teaching requirements of the National Curriculum.

#### **RE and inclusion**

RE can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. It has a role in challenging stereotypical views and appreciating, positively, differences in others. It enables pupils to consider the impact of people's beliefs on their own actions and lifestyle. It can also help to develop pupils' self-esteem.

Effective inclusion involves teaching a lively, stimulating RE curriculum that:

- builds on and is enriched by the differing experiences pupils bring to RE
- Meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all

religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in RE, some pupils may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed
- help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT
- a non-visual way of accessing sources of information when undertaking research in aspects of RE, for example using audio material.

### **RE and the use of language**

RE can make an important contribution to pupils' use of language by enabling them to:

- acquire and develop a specialist vocabulary
- communicate their ideas with depth and precision
- listen to the views and ideas of others, including people from religious traditions
- be enthused about the power and beauty of language, recognising its limitations
- develop their speaking and listening skills when considering religions, beliefs and ideas and articulating their responses
- read, particularly from sacred texts
- write in different styles, such as poetry, diaries, extended writing and the synthesis of differing view, beliefs and ideas
- evaluate clearly and rationally, using a range of reasoned, balanced arguments.

### **RE and the use of information and communication technology (ICT)**

RE can make an important contribution to pupils' use of ICT by enabling pupils to:

- make appropriate use of the internet or CD-ROM sources to investigate, analyse and evaluate different aspects of religious beliefs and practices, ultimate questions and ethical issues
- use email or video conferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion
- use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions
- use equipment such as digital cameras and digital video to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

## 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. Examinable courses which include elements of religious studies but are not primarily about religious studies, will not meet the requirements of this syllabus. 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:** First of all it’s important to say that learning from religion is not something tacked on to learning about religion which is why Michael Grimmitt, who was the first person to articulate the ideas of learning about and learning from religion, said that RE must give pupils ‘the opportunity to acquire skills which enable them to use their understanding of religion in the interpretation of their own personal experiences.’ This aspect of RE is about making all the religious and belief related learning which is the body of knowledge of the subject relevant to pupils. It should invite them to evaluate religions and beliefs critically, evaluate the truth claims made by religions and belief systems. Michael Grimmitt called this ‘impersonal’ evaluation. However, pupils should also be engaging in ‘personal’ evaluation of their own responses to the material explored and whether it has anything to say to them as they wrestle with making sense of life, themselves and issues of right and wrong (three strands of *Learning from religion* in the grid on pages 20 and 21).

### **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. Where different questions, combinations of questions and content are devised these expectations will need to be amended appropriately.

### **Units of study can be planned around individual religions and/or themes relevant to two or more religions**

This syllabus requires that as a minimum, pupils in Key Stage 1 should explore aspects of Christianity and Judaism; in Key Stage 2 aspects of Christianity, Hinduism and Islam and in Key Stage 3 Christianity, Buddhism and Sikhism largely following the pattern established in the previous Milton Keynes Agreed Syllabus for RE 2003-2008. The key questions which form the heart of the syllabus are interpreted in relation to the required and some optional religions for each key stage. Schools can organise RE courses around the individual religions to be studied or plan in relation to themes found in two or more religions or devise programmes of study that are a mixture of both approaches.

### **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 seven point process 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.

- Decide on what key question(s) from the syllabus is/are to be covered
- 'Chunk' and combine questions to formulate the question title of the unit of work
- Identify a key concept of significance to members of the faith community(ies) being studied encapsulated in the question
- Ensure this is a concept which can build a bridge between the religious material and the experiences of pupils being taught
- Decide whether to start the series of lessons with the concept from the perspective of pupils or with the religious material from which the concept can emerge
- Devise tasks, activities and experiences which engage with both elements AND are appropriately challenging as indicated by the level descriptions
- Challenge pupils to reflect upon and evaluate the importance of the concept(s) explored and their significance for believers and themselves

### **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. See pages 16 and 17 for examples of these three types of concepts. Pupils need to engage with all three types of concept at appropriate levels.

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: How and why do Christians 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? 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: What is the value of religious pilgrimage?

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?

### Three categories of concepts

The following lists 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 Good Growth Hope Identity Justice Life Love Loyalty Peace Prejudice Purpose Relationship 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 Revelation Ritual Sacred Scripture Symbolism Worship	Christianity: Church Eternal life Fatherhood of God Forgiveness Grace Heaven Holy Spirit Identity Incarnation Jesus the Christ Love Mission Mother of God Repentance Resurrection Salvation Sin Trinity Word of God Unity  Buddhism: Anatta Anicca Buddhahood Dhamma Dukkha Kamma Metta Nibbana Sangha Tanha  Hinduism: Ahimsa Atman	Islam: Akhirah Allah Din Ibadah Imam Iman Islam Jihad Risalah Shari'ah Shirk Sunnah Tawhid Ummah  Judaism: Brit Covenant Elohim/Adonai Halakhah Israel/Zion Kashrut Mitzvah Shalom Tesuvah Torah Tzedekah  Sikhism: Ardas Gurmat Gurmukh Guru Haumai Hukam Ik Onkar

Welcoming Wisdom		Avatar Bhakti Brahman Dharma Karma Maya Moksha Murti Nirvana Samsara Shakti Smriti Sruti Varana Yoga	Jivan Mukht Khalsa Langar Panth Rahit Sadhsangat Sat Nam Sewa Sikh Vand Chhakna
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### Learning in RE

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

Explore → Relate → Reflect → Evaluate

#### Version 1

- Explore by encountering 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.
- Relate 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

- Explore 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?
- Relate 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.

## **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 148.

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	<b>give informed accounts of</b> 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	<b>explain</b> why the impact of religions and beliefs on individuals, communities and societies varies	<b>interpret</b> the significance of different forms of religious, spiritual and moral expression	<b>use reasoning and examples to express insights</b> into their own and others' views on questions of identity and belonging	<b>use reasoning and examples to express insights</b> into the relationship between beliefs, teachings and world issues as well as questions of meaning and purpose and truth	<b>use reasoning and examples to consider</b> 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	<b>show a coherent understanding of</b> a range of religions and beliefs and analyse issues, values and questions of meaning and truth	<b>account for</b> 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 <b>explain</b> a variety of forms of expression	<b>articulate personal and critical responses</b> 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	<b>articulate personal and critical responses</b> to questions of meaning, purpose and truth evaluating the significance of religious and other views for understanding them using appropriate evidence and examples	<b>articulate personal and critical responses</b> 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	<b>analyse</b> 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	<b>critically evaluate</b> the impact of religions and beliefs on differing communities and societies	<b>Interpret and evaluate</b> varied forms of religious, spiritual and moral expression	<b>coherently analyse</b> 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	<b>coherently analyse</b> 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	<b>coherently analyse</b> 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	<b>provide a consistent and detailed analysis of</b> 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	<b>evaluate in depth</b> 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	<b>interpret and evaluate</b> varied forms of religious, spiritual and moral expressions	<b>analyse in depth</b> 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	<b>analyse in depth</b> 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	<b>analyse in depth</b> 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 between the ages of 3 and 5 (up to what many refer to as the end of reception). 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.

Meeting the needs of children under five in a busy Foundation class whilst at the same time providing their statutory entitlement to RE can be a challenge. 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. During the Foundation Stage children will be developing knowledge and understanding and appropriate vocabulary about, where they belong within their family and the wider community, different religions and the different ways of expressing and celebrating faiths.

They will also be developing the following attitudes and skills:

- a sense of curiosity
- 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 24) and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. 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.

The guidance given here is to help the teacher find ways of helping children to develop spiritually, morally, socially and culturally within the six areas of learning and make provision for children to learn about beliefs and cultures. A teacher is always guided by the needs of each individual child, and effective and careful planning ensures that these needs are met.

The Foundation Stage curriculum comprises six inter-related areas of learning:

- personal, social and emotional development
- communication, language and literacy

- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

RE can make an active contribution to all of these areas but has a particularly important contribution to make to:

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

For each of these areas, there follows examples of RE-related experiences and opportunities.

### **1. Personal, social and emotional development**

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences 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 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 and how humans help one another.

### **2. Communication, language and literacy**

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

### **3. Knowledge and understanding of the world**

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship.
- They listen and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.
- Having visited a local place of worship, children learn new words associated with the place, showing respect.

### **4. Creative development**

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact.
- Children share their own experiences and feelings and those of others, and are supported in reflecting on them.

### **Areas for religious exploration**

The table on the following page(s) lays out some suggestions, from all six religions compulsorily covered within this syllabus, 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 world religion.**

Foundation Stage Section

Suggestions for Foundation Stage RE illustrating five areas of exploration

1 Religious figures	2 Religious books/stories	3 Religious times	4 Religious places	5 Religious objects
<ul style="list-style-type: none"> <li>▪ religious leaders eg vicars, priests, rabbis, imams, gurus, teachers</li> <li>▪ Great religious figures eg Jesus, Gotama Buddha, Ganesh, the Prophet Muhammad (pbuh), Moses, Guru Har Gobind</li> <li>▪ stories from faith traditions about people who help others eg Jesus healing the man who could not walk, The Good Samaritan, St Francis (C) Siddattha and the swan (B) Hanuman (H) Muhammad (pbuh) and the sleeping cat (I) Ruth (J) Guru Har Gobind's Cloak, BhaiGhanaya (S)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Zacchaeus (C)</li> <li>▪ houses built on sand and rock (C)</li> <li>▪ Siddattha and the swan (B)</li> <li>▪ Ganesh (H)</li> <li>▪ Muhammad (pbuh) and the sleeping cat (I)</li> <li>▪ Muhammad (pbuh) and the crying camel (I)</li> <li>▪ Joseph (J/C)</li> <li>▪ Jonah (J/C)</li> <li>▪ David and Goliath (J/C)</li> <li>▪ Ruth (J/C)</li> <li>▪ Guru Har Gobind's cloak (S)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Christmas, Harvest, Easter, Church colours for seasons (C)</li> <li>▪ Chinese New Year</li> <li>▪ Divali, Raksha Bandhan (H)</li> <li>▪ Eid ul Fitr, The Prophet Muhammad's (pbuh) birthday (I)</li> <li>▪ Sukkot, Hanukkah, Simchat Torah, Shabbat (J)</li> <li>▪ birthday of Guru Nanak (S)</li> <li>▪ baptism</li> <li>▪ naming ceremonies</li> <li>▪ weddings</li> <li>▪ times of prayer and worship</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local places of worship</li> <li>▪ Memorials eg seats, windows, grave stones</li> <li>▪ homes inc. home shrines</li> <li>▪ the environment/world and stories about caring for it eg Noah and the rainbow; Gotama Buddha and the Bodhi tree; Jesus's birth in Bethlehem,</li> </ul>	<ul style="list-style-type: none"> <li>▪ clothes eg clergy, Salvation Army uniforms, wedding clothes, jewellery (crosses, crucifixes etc), ihram (clothes worn on Hajj), kippah (J), tallit (J), Joseph's coat, 5 Ks (S)</li> <li>▪ food eg Shabbat (J), Langar (S), festival foods</li> <li>▪ artefacts eg home shrines, items within places of worship, prayer mat (I), prayer beads, mezuzah (J), tallit (J)</li> </ul>
<p><b>Some suggestions for leading questions</b></p>	<p><b>Some suggestions for leading questions</b></p>	<p><b>Some suggestions for leading questions</b></p>	<p><b>Some suggestions for leading questions</b></p>	<p><b>Some suggestions for leading questions</b></p>
<ul style="list-style-type: none"> <li>▪ Who are you?</li> <li>▪ What makes you the same or different from other people?</li> <li>▪ Why are these people special?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why do you like this story?</li> <li>▪ What makes this story important?</li> <li>▪ Where does this story come from?</li> <li>▪ Who told this story?</li> <li>▪ What can we learn from this story?</li> <li>▪ How do we look after special and sacred books?</li> <li>▪ How do we know this is an important book?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What makes a time special for you and other people?</li> <li>▪ Why and how do we celebrate? (saying thank you, to remember, with others/community)</li> <li>▪ What do people say thank you for and to whom?</li> <li>▪ What is praying?</li> <li>▪ Why is praying so important to some people?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What makes a place special and important?</li> <li>▪ How do you/people keep this place special?</li> <li>▪ Where is your special place?</li> <li>▪ Why is it special for you?</li> <li>▪ What is special and/or important about this place for some people?</li> <li>▪ What important things can you/people see?</li> <li>▪ How do you/people feel in this place?</li> <li>▪ What different things do people do?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What makes something precious?</li> <li>▪ Why are these things precious to some people?</li> <li>▪ How should we treat things that are precious to other people?</li> </ul>

Key: C – Christianity; B – Buddhism; H – Hinduism; I – Islam; J – Judaism; S - Sikhism

**Incorporating RE in Foundation Stage topics might look like this**

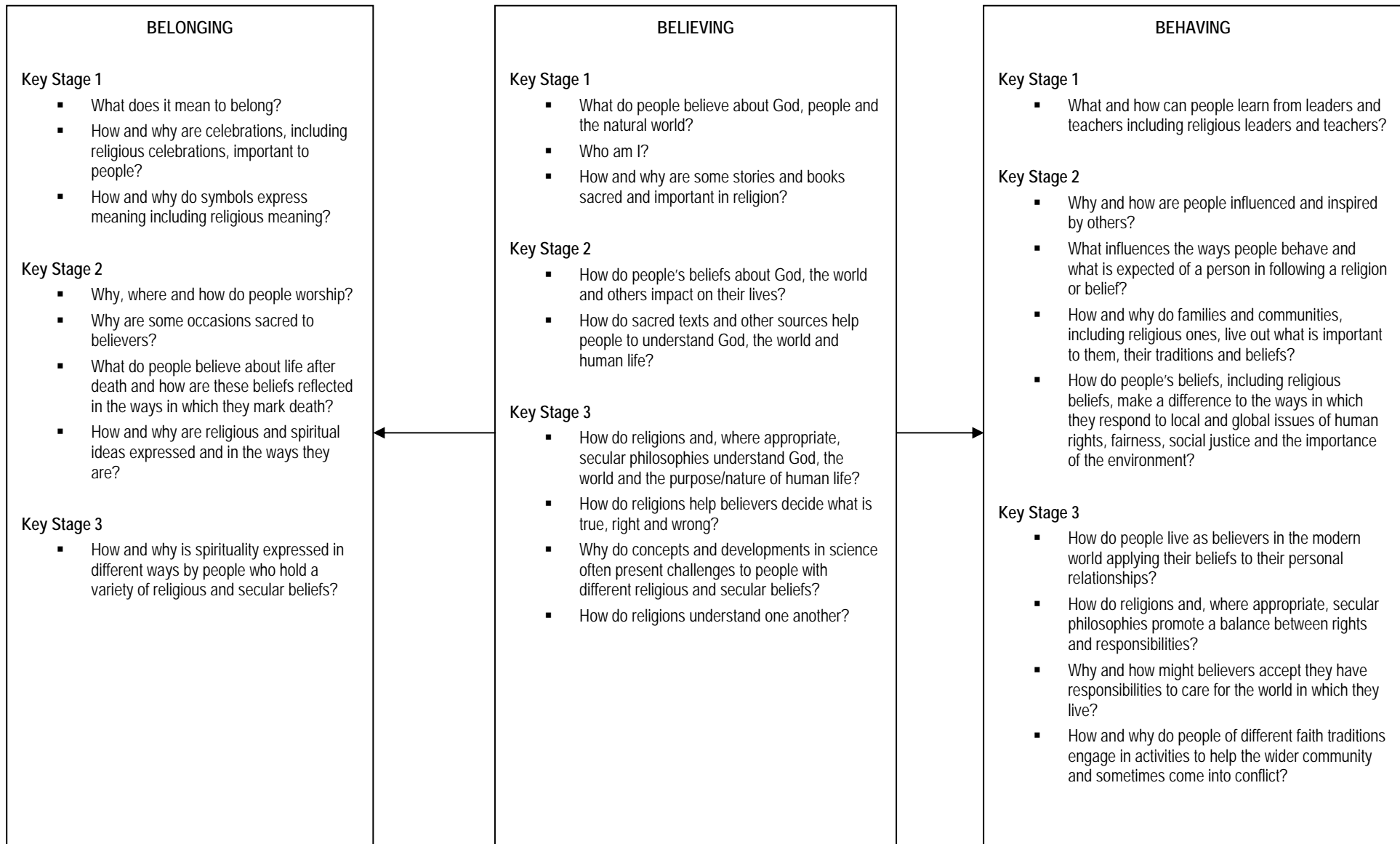
Learning Themes	Possible religious material
<b>All about me/myself/ ourselves</b>	Baptism
	The Mezuzah in our home
	David and Goliath
	Ganesh
	Jonah
	Prayer beads
	The Good Samaritan
	The Lord's Prayer used in times of prayer
	Joseph
	Zacchaeus
<b>Animals/creatures/ minibeasts</b>	Chinese New Year
	St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

Learning Themes	Possible religious material
<b>Favourite stories/ books</b>	Zacchaeus
	Houses built on sand and rock
	Siddattha and the Swan
	Muhammad (pbuh) and the sleeping cat/crying camel
	Ganesh
	Joseph
	Jonah
	David and Goliath
	Ruth
	Guru Har Gobind's Cloak
<b>Food</b>	Festival foods eg Easter, Harvest, Shabbat
	Langar
<b>Growing/spring/gardens</b>	Easter
	Harvest
	Gotama Buddha and the Bodhi Tree
<b>Homes/where I live/the local environment</b>	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	
<b>The natural world</b>	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
	Raksha Bandhan
	Ganesh
	Prayer Mat
	Joseph
	Ruth
	The Five Ks
Materials	Houses built on sand and rock
	Prayer Mat
	Tallit
	Guru Har Gobind'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 Har Gobind's Cloak
	Bhai Ghanaya
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.*

**Overview of the key questions for Key Stages 1-3**



## 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

- What do people believe about God, people and the natural world?
- Who am I?
- How and why are some stories and books sacred and important in religion?

#### Behaving

- What can people learn from religious leaders and teachers?

## Belonging

- What does it mean to belong?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

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 seven 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 seven key questions must 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's 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?' 'What 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.

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 31. 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).

**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**

#### **What does it mean 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?

#### **How and why are celebrations, including 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?

#### **How and why do symbols express meaning including religious meaning?**

- 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**

#### **What do people believe about God, people and the natural world?**

- What ideas have you heard about God? What do you believe about God?
- 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?
- Do you think it is important to look after our world? How could you help to look after our world? Do you do things to help look after our world?

#### **Who am I?**

- 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?

#### **How and why are some stories and books sacred and important in religion?**

- 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?
- What things/books are most special to you? Why are they special? How do you care for them?

### **BEHAVING**

#### **What and how can people learn from leaders and teachers including religious leaders and teachers?**

- 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?
- How can we tell if a person is a good person?
- Do you always do what you think is right? Why?

## 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

**What does it mean to belong?**

- How do people belong to the Christian community?
- How do Christians use their places of worship?

**How and why are celebrations, including religious celebrations, important to people?**

- How and why do Christians celebrate important times in the life of Jesus?
- How and why do Christians celebrate Harvest?

**How and why do symbols express meaning including religious meaning?**

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

### BELIEVING

**What do people believe about God, people and the natural world?**

- What did Jesus teach people about God?
- How do Christians believe they should treat other people?
- Why do Christians believe they should care for the world?

**Who am I?**

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

**How and why are some stories and books sacred and important in religion?**

- 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

**What and how can people learn from leaders and teachers including religious leaders and teachers?**

- 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?

## 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

**What does it mean to belong?**

- What does it mean to belong to a Jewish family?
- How do Jews use their synagogues?

**How and why are celebrations, including religious celebrations, important to people?**

- What special times do Jews celebrate?
- How and why do they celebrate these special times?

**How and why do symbols express meaning including religious meaning?**

- How important are symbols in Jewish celebrations and Jewish life in general?

### BELIEVING

**What do people believe about God, people and the natural world?**

- What do Jews learn about God, people and the natural world from the Tenakh (Jewish Bible)?
- How does God care for people in stories found in the Jewish Bible and what do Jews learn from these stories?

**Who am I?**

- What do Jews believe about how people should live with others?

**How and why are some stories and books sacred and important in religion?**

- What special texts are used in a synagogue?
- Why is the Torah special for Jewish people?

### BEHAVING

**What and how can people learn from leaders and teachers including religious leaders and teachers?**

- What does a rabbi do?
- What and how do Jews learn from influential Jewish people?

## 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:**

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?

**Behaving:**

- Why and how are people influenced and inspired by others?
- What influences the ways people behave and what is expected of a person in following a religion or belief?
- How do religious families and communities practise their faith, and what contributions do they make to local life?
- How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

**Belonging:**

- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?
- How and why are religious and spiritual ideas expressed and in the ways they are?

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 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 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: 'How does believing in a creator God make a difference to Christians?' from the *believing* questions might become questions such as: 'How might believing that God has put humans in charge of the world (Genesis 1:28) make a difference to the ways in which Christians live?' 'What does it mean to have responsibility for something?'

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 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?'

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 37. 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).

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 83-113 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**

**Why, where and how do people worship?**

- Can you think of a place that has inspired you in some way? What impact did it have on you?
- Why do people find it important to meet with others who share similar ideas?
- How do people express feelings like thankfulness, joy, guilt etc?
- How do you remember/commemorate important events?

**Why are some occasions sacred to believers?**

- 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?
- 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?

**What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?**

- What do you believe happens to a person when they die? Why?
- What does the word 'heaven' mean to you?

**How and why are religious and spiritual ideas expressed and in the ways they are?**

- How do you respond to the expressions of religious beliefs you have explored?
- How do you express ideas that are most important to you?
- How could you represent yourself symbolically?
- Do you think it is important for people to be able to express their ideas and beliefs in a wide variety of ways? Why?

### **BELIEVING**

**How do people's beliefs about God, the world and others impact on their lives?**

- What do you believe about God and why?
- 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?
- Some people eg Humanists and other atheists believe there is no god. What do you think?
- What do you think matters most in life?
- What do you think is the purpose of life?

**How do sacred texts and other sources help people to understand God, the world and human life?**

- How and from whom/what do you learn what is true, right and wrong?
- How do you know you can rely on these sources of authority?
- How do we decide what to believe?
- Why is it important for religious teaching to be written down?
- Do you think you have learned anything important from the religions you have studied?

### **BEHAVING**

**Why and how are people influenced and inspired by others?**

- What makes people inspirational?
- Who inspires you and why?
- Has being inspired by someone 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 an example to others?
- Do you think God guides people? Why?

**What influences the ways people behave and what is expected of a person in following a religion or belief?**

- What do you see as being the value of the rules and codes you have studied?
- What are the values, beliefs and ideas that guide your life and why?
- How do you decide how to behave?
- How can we make amends for things we do wrong?
- What does it mean to be committed to something?
- What does it mean to have responsibilities/duties?

**How do religious families and communities practise their faith, and what contributions do they make to local life?**

- How does our family life influence the way we live?
- What does it mean to respect others?
- How can you work with others for the benefit of the community in which you live? Is it important to do so? Why?
- How could you make a contribution to your family and community?

**How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?**

- 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?
- Why are moral codes important to non-religious people?
- Where, other than from religions, can moral codes come?
- What is the most interesting/impressive charity work you have learned about and why?

## Christianity in Key Stage 2

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

### BELONGING

**Why, where and how do people worship?**

- Why do Christians believe it is important to worship and worship together?
- How are churches used for worship?
- Why and where do Christians go on pilgrimage?

**Why are some occasions sacred to believers?**

- How and why do Christians celebrate new life?
- How and why do Christians celebrate personal commitment to faith?
- How and why do Christians celebrate marriage?

**What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?**

- What do Christians believe about life after death and why?
- How and why do Christians mark a person's death?

**How and why are religious and spiritual ideas expressed and in the ways they are?**

- How do Christians express their beliefs through the annual cycle of festivals?
- How do Christians express their beliefs through symbols?
- How do Christians express their beliefs through the arts?

### BELIEVING

**How do people's beliefs about God, the world and others impact on their lives?**

- How does believing in a creator God make a difference to 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 do sacred texts and other sources help people to understand God, the world and human life?**

- How do Christians use the Bible to learn about God, the world and human life?
- How do Christians use the writings and teachings of Christians throughout the ages to learn about God, the world and human life?

### BEHAVING

**Why and how are people influenced and inspired by others?**

- How does Jesus influence and inspire Christians?
- What has made some Christians inspirational?
- How have Christians been inspired by others?

**What influences the ways people behave and what is expected of a person in following a religion or belief?**

- How do Christians express their beliefs (eg about their relationship with Jesus) through the ways they live their lives?
- 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?

**How do religious families and communities practise their faith, and what contributions do they make to local life?**

- What might it mean to grow up in a Christian family?
- How do Christian beliefs about life after death influence the way life is lived?
- How and why do Christians work together with others to live out the teachings of their faith locally?

**How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?**

- 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.

## Hinduism in Key Stage 2

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

### BELONGING

**Why, where and how do people worship?**

- How do Hindus worship at home and in the mandir?
- How do home shrines and features of mandirs illustrate key Hindu beliefs?
- Why is pilgrimage important to Hindus and what might it involve?

**Why are some occasions sacred to believers?**

- Why and how do Hindus celebrate, or otherwise mark, important times in the year and life?

**What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?**

- What do Hindus believe about the purpose of life and life after death and how are these beliefs reflected in the ways in which they mark death?

**How and why are religious and spiritual ideas expressed and in the ways they are?**

- How are Hindu beliefs expressed through food, clothes, symbols and the arts?

### BELIEVING

**How do people's beliefs about God, the world and others impact on their lives?**

- What do Hindus believe about God?
- How do different deities help to reveal the nature of God?

**How do sacred texts and other sources help people to understand God, the world and human life?**

- What are the sacred writings of Hinduism?
- What do they teach about the self, God and the world?
- How are they used in ceremonies and to guide Hindu living?

### BEHAVING

**Why and how are people influenced and inspired by others?**

- Why and how are Hindus influenced in the way they live by the example of others?

**What influences the ways people behave and what is expected of a person in following a religion or belief?**

- How do Hindus express their beliefs through the ways they live their lives?
- What is expected of Hindus who have committed themselves to their religion?

**How do religious families and communities practise their faith, and what contributions do they make to local life?**

- How is Hinduism practised and passed on in families and communities?
- How do Hindu beliefs about life after death influence the way life is lived?
- What difference do Hindus make to their local communities?

**How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?**

- How do Hindus respond to global issues of human and animal 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 in Appendix B.

## Islam in Key Stage 2

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

BELONGING	BELIEVING	BEHAVING
<p><b>Why, where and how do people worship?</b></p> <ul style="list-style-type: none"><li>How do Muslims worship in mosques and elsewhere?</li><li>How do features of mosques illustrate key Muslim beliefs?</li><li>Why and how do Muslims perform pilgrimage?</li><li>What makes places of Muslim pilgrimage (Makkah, Medina, Iraq/Iran, Husan/Hussain, the sacred sites of Najaf and Kerbala) sacred?</li></ul>	<p><b>How do people's beliefs about God, the world and others impact on their lives?</b></p> <ul style="list-style-type: none"><li>What do Muslims believe about God (Allah)?</li><li>How do different names for Allah help Muslims to understand Allah?</li><li>What does the Qur'an teach about Allah, the world and human life?</li></ul> <p><b>How do sacred texts and other sources help people to understand God, the world and human life?</b></p> <ul style="list-style-type: none"><li>How are the Sunnah and the Hadith of The Prophet Muhammad (pbuh) used to guide a Muslim's everyday life?</li><li>Why is the Qur'an the core of everything a Muslim believes? How do Muslims show this?</li></ul>	<p><b>Why and how are people influenced and inspired by others?</b></p> <ul style="list-style-type: none"><li>Who was Muhammad (pbuh) and why is he so important to Muslims?</li><li>What, why and how do Muslims learn from the life of the Prophet Muhammad (pbuh)?</li><li>What, why and how do Muslims learn from the lives of other prophets and inspiring leaders?</li></ul> <p><b>What influences the ways people behave and what is expected of a person in following a religion or belief?</b></p> <ul style="list-style-type: none"><li>How do Muslims express their beliefs through the ways they live their lives?</li><li>What is expected of a Muslim who has committed him/herself to their religion?</li></ul> <p><b>How do religious families and communities practise their faith, and what contributions do they make to local life?</b></p> <ul style="list-style-type: none"><li>How is Islam practised and passed on in families and communities?</li><li>How do Muslim beliefs about life after death influence the way life is lived?</li><li>What difference do Muslims make to their local communities?</li></ul> <p><b>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</b></p> <ul style="list-style-type: none"><li>How do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment?</li></ul>

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.

## **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

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- 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**

- How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?
- How do religions help believers decide what is right and wrong?
- Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?
- How do religions understand one another?

#### **Behaving**

- How do people live as believers in the modern world applying their beliefs to everyday life and relationships?
- How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?
- Why and how might believers accept they have responsibilities to care for the world in which they live?
- How and why do people of different faiths engage together in activities to help the wider community and sometimes come into conflict?

#### **Belonging**

- How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

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 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 eight 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 eight 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 does Christian Aid put the teachings of Christianity into practice?' 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**

How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

- How effectively do religions express their beliefs through the arts? Use particular examples to illustrate your answer
- Why are the arts so often used to express religious beliefs?
- How might the wearing of symbols, including religious symbols, help someone?
- 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?
- What might be the value of doing things on a regular basis and in set ways?

**BELIEVING**

How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?

- What are the main arguments for the existence/non-existence of God?
- What do you believe about God and why?
- What is your response to what you know of the person of Jesus?
- What do you consider to be the purpose of human life and why? What does it mean to have a free will?
- How similar/different are your beliefs about God, and the purpose of life to/from any you have learned about?

How do religions help believers decide what is true, 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?

Why do concepts and developments in science often present challenges to people with different religious and secular 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?
- Is time something that goes in circles or straight lines?

How do religions and secular philosophies understand one another?

- 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 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 is the significance of similarities within different faith traditions you have studied?
- What causes religious intolerance?
- To what extent does religious disagreement and religious intolerance influence the world around us?

**BEHAVING**

How do people live as believers in the modern world applying their beliefs to their personal relationships?

- What influences you in your relationships with others?
- To what extent are these influences similar/different from those of religions you have studied?
- How important are loyalty and forgiveness in relationships?
- What might your responses to relationships reveal about you?
- What influence do you have on others?

How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?

- How important is it to you to care for yourself? Why?
- How important is it to you to make the most of all your rights? Why?
- What importance do you give to your 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?
- Is it important to you to play a part in your community? Why? How can you do this?

Why and how might believers accept they have responsibilities 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'?
- Do you believe all people are equal? Why?
- What responsibilities do humans have towards animals?
- Do you think worldwide peace is a possibility?

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

- Why might it be beneficial to have people with diverse ideas in a team? How might this cause difficulties?
- What could be done to improve your local community and how could you contribute?
- 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?

### Christianity in Key Stage 3

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

#### BELONGING

How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

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

#### BELIEVING

How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?

- 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?

How do religions help believers decide what is true, 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?

Why do concepts and developments in science often present challenges to people with different religious and secular 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?

How do religions understand one another?

- How do Christians understand and respond to denominational diversity?

#### BEHAVING

How do people live as believers in the modern world applying their beliefs to 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?

How do religions and, where appropriate, secular philosophies 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?

Why and how might believers accept they have responsibilities to care for the world in which they live?

- Why and how might Christians get involved with global issues?

How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into 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.

### Buddhism in Key Stage 3

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

#### BELONGING

How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

- Why and how do Buddhists meditate?
- How are the key beliefs of different Buddhist groups expressed in the symbolism and art of the Buddhist tradition?

#### BELIEVING

How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?

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

How do religions help believers decide what is true, right and wrong?

- How do Buddhists decide what is true, right and wrong?

Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?

- How do the teachings of Gotama Buddha relate to scientific enquiry?

How do religions understand one another?

- How do Buddhists respond to diversity within Buddhism?

#### BEHAVING

How do people live as believers in the modern world applying their beliefs to their personal relationships?

- How might being a Buddhist influence a person's relationships with partners, wider family and friends?

How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?

- How might being a Buddhist influence a person's approach to being a citizen, their rights and responsibilities?

Why and how might believers accept they have responsibilities to care for the world in which they live?

- How and why might Buddhists respond to global issues?

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

- How and why have Buddhists worked with people of different faiths for the benefit of the wider community?

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.

Key Stage 3 Section

### Sikhism in Key Stage 3

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

#### BELONGING

How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

- How do Sikhs express their beliefs in worship in and beyond the Gurdwara?
- How do Sikhs express their beliefs and experiences through the arts?

#### BELIEVING

How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?

- What beliefs do Sikhs hold about God and why?
- How are Sikh beliefs about God similar to and distinct from the beliefs of other religions about God?
- What do Sikhs believe about the purpose of life and the world and why?
- What do Sikhs believe about life after death and why?

**How do religions help believers decide what is true, right and wrong?**

- How are Sikh sources of authority used by different Sikhs to decide what is true, right and wrong?

**Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?**

- How might Sikhs approach scientific advances in the light of the teachings of their religion?

**How do religions understand one another?**

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

#### BEHAVING

How do people live as believers in the modern world applying their beliefs to their personal relationships?

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

**How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?**

- How might Sikh teachings and experiences influence approaches to being a citizen considering especially social justice, prejudice and discrimination?

**Why and how might believers accept they have responsibilities to care for the world in which they live?**

- How and why might Sikhs respond to global issues?

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

- How and why have Sikhs worked with people of different faiths for the benefit of the wider community?

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.

### Interfaith Dialogue in Key Stage 3

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

#### BELONGING

How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

- 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?

#### BELIEVING

How do religions understand one another?

- 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 and why do people of different faith traditions engage in activities to help the wider community and sometimes come into 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 of a Religion or Ideology.

**Study units for post-16 RE**

<b>Christianity and the Bible as inspiration for literature, art, music and film</b>	
<b>Key questions</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>• Is any interpretation of the Bible and Christian ideas acceptable in literature, art, music and film?</li> <li>• How do literature, art, music and film reflect the influence of the beliefs and cultural backgrounds of individuals and communities?</li> <li>• What are my views about the religious issues raised through the literature, art, music and films studied and why?</li> </ul>	<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</p>
<b>Evil and Suffering</b>	
<b>Key questions</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>• How do religious and secular belief traditions explain the existence of evil and suffering in the world?</li> <li>• How convincing do you find these explanations?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The problem of evil and suffering</li> <li>▪ How the problems of evil and suffering can challenge religious belief</li> <li>▪ A range of religious and non-religious responses to faith and suffering The above areas may include an exploration of the following:</li> <li>▪ The questions: how can a loving, all-powerful God allow evil and suffering?</li> <li>▪ Ideas/beliefs about the origin of evil?</li> <li>▪ Freewill and determinism</li> <li>▪ Religious and Humanist responses to suffering and the human condition eg Four Noble Truths, experiences of Job</li> <li>▪ Types of suffering</li> </ul>
<b>Gender, Relationships and Religion</b>	
<b>Key questions</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>▪ Does God have a gender?</li> <li>▪ To what extent are the teachings of the world's religions on sexual behaviour relevant to life in the twenty-first century?</li> <li>▪ What relevance do the teachings of the world's religions have in defining the roles of men and women in the twenty-first century?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gender related attributes of God eg Father, Mother Goddess, justice and wisdom, compassion and love, images of God</li> <li>▪ Religious authority, conscience and personal choice on issues such as marriage and divorce, sexual ethics, celibacy, same sex relationships/partnerships</li> <li>▪ The rights and roles of women in a variety of religious and secular belief traditions and communities</li> </ul>

<b>Reasons for Belief in God</b>	
<b>Key questions</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>▪ What reasons do you have for belief or disbelief in God?</li> <li>▪ How convinced are you by arguments put forward for the existence or non-existence of God and why?</li> <li>▪ Can religious experience prove the existence of God?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Philosophical arguments for the existence of God eg. ontological, cosmological, teleological, design</li> <li>▪ Arguments against the existence of God including the problem of evil</li> <li>▪ Individual grounds for believing in God including religious experience</li> </ul>
<b>Religious diversity in the Twenty-First Century</b>	
<b>Key questions</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>▪ What influence have the movements you have studied had?</li> <li>▪ How is it possible to evaluate truth claims and principles of religious movements?</li> <li>▪ What is your evaluation of the movements you have studied?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The study of a variety of religious groups. In each case consideration should be given to the group's: history and development; beliefs; rituals; lifestyle; main activities; membership and organisation</li> <li>▪ 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</li> </ul>
<b>Religious responses to ethical and social issues</b>	
<b>Key questions</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>▪ How can we know how to behave in the wide range of situations in which we find ourselves in life?</li> <li>▪ How are believers helped by the teachings of their faiths to make ethical decisions?</li> <li>▪ To what extent might the world benefit from the teachings of the world's religions and/or secular philosophies, eg. Humanism, on ethical and social issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal rights and responsibilities</li> <li>▪ Responsibilities of communities</li> <li>▪ Global issues</li> </ul>
<b>Science and Religion</b>	
<b>Key questions</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>▪ To what extent do the discoveries of modern science make religious belief possible?</li> <li>▪ Can the world's religions bring anything of value to the scientific enquiries of the twenty-first century?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nature of scientific proof and religious belief</li> <li>▪ Theories of creation and evolution</li> <li>▪ Dialogue between science and a variety of religions</li> <li>▪ Issues arising from developments in science</li> </ul>

<b>Study of a Religion or Ideology</b>	
<b>Key questions</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>▪ How has the religion or ideology studied responded to different cultural settings?</li> <li>▪ What is, or has been, distinctive about the influence of the religion or ideology you have studied?</li> <li>▪ How does your understanding of life compare with that of the religion or ideology you have studied?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Religions previously studied in response to this syllabus eg Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism</li> <li>▪ Other religions which might or might not have been studied previously eg Baha'i Faith, Taoism, Zoroastrianism</li> <li>▪ Secular ideologies e.g Humanism, Marxism</li> <li>▪ Study should include: <ul style="list-style-type: none"> <li>▪ The history/origins of the religion/ideology</li> <li>▪ Key teachings and practices of the religion/ideology</li> <li>▪ Diversity of belief and practice within the faith</li> <li>▪ Impact of the religion/ideology on the lives of individuals and communities</li> </ul> </li> </ul>

## Appendix A Key Stage 1 guidance

KEY STAGE 1 CHRISTIANITY: BELIEVING		
Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p><b>What do people believe about God, people and the natural world?</b></p> <ul style="list-style-type: none"> <li>▪ What did Jesus teach people about God?</li> <li>▪ How do Christians believe they should treat other people?</li> <li>▪ Why do Christians believe they should care for the world?</li> </ul> <p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>▪ What do Christians believe makes a person special?</li> <li>▪ What do Christians believe about how people should live with others?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Jesus taught people and showed by example how God wanted them to live – Jesus’s care for others, parables showing what God is like</li> <li>▪ Jesus called God ‘Father’</li> <li>▪ Care for one another eg Good Samaritan, Golden Rule (Treat others as you would like them to treat you)</li> <li>▪ The world is God’s creation – eg creation story in Genesis 1, the story of Noah, hymns/songs celebrating the beauty of the world</li> <li>▪ Everyone is important to God eg <ul style="list-style-type: none"> <li>○ The Lost Son</li> <li>○ The Lost Sheep</li> <li>○ Matthew 10:29-31</li> </ul> </li> <li>▪ Christians understand that they are all members of God’s family with God as a loving father. They should care for one another like brothers and sisters</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to:</b></p> <ul style="list-style-type: none"> <li>▪ Recall some things Jesus said about God</li> <li>▪ Recognise some ways Christians suggest they should treat others and care for the world</li> <li>▪ Talk about their own beliefs about God; ways they treat others and look after their environment</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to:</b></p> <ul style="list-style-type: none"> <li>▪ Retell some things Jesus said about God</li> <li>▪ Identify <b>why</b> Christians believe they should care for others and the world</li> <li>▪ Recognise that questions about God are difficult to answer; their own ideas about caring for others and the world</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to:</b></p> <ul style="list-style-type: none"> <li>▪ Make links between some of the stories Jesus told and what Christians believe about God</li> <li>▪ Recognise similarities and differences between their own and Christian beliefs about God</li> <li>▪ Ask important questions about and make links between their ideas about caring for others and their environment and those of Christians</li> </ul> <p><b>Pupils working at level 1 will be able to use some religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Recognise Christian beliefs about how people should treat others</li> <li>▪ Talk about what makes people special</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Identify Christian beliefs about how people should treat others</li> <li>▪ Ask, and respond sensitively to, questions about what makes people special</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe Christian beliefs about how people should treat others</li> <li>▪ Ask important questions about what they believe makes people special and how these compare with the beliefs of others</li> </ul>

Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>How and why are some stories and books sacred and important in religion?</p> <ul style="list-style-type: none"> <li>▪ Why is the Bible/Biblical stories important/sacred to Christians?</li> <li>▪ Why is the story of the life of Jesus so important to Christians?</li> <li>▪ What stories did Jesus tell and why did he tell them?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Bible teaches people about God</li> <li>▪ Stories that are important to Christians including stories of the life of Jesus, stories Jesus told, stories from the Old Testament eg Abraham, Joseph, Moses</li> <li>▪ How Christians use the Bible in church and at home especially to teach people through stories</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ <b>Recall</b> why the Bible and the story of the life of Jesus are important to Christians; some stories that Jesus told and why he told them; how Christians show the Bible is sacred</li> <li>▪ <b>Talk about</b> stories that are important to them; lessons they have learned from stories including Bibles stories</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ <b>Identify</b> why the Bible and the story of the life of Jesus are important to Christians; how Christians show the Bible is sacred</li> <li>▪ <b>Retell</b> some stories Jesus told</li> <li>▪ <b>Recognise</b> that stories are important to themselves and others; lessons they and others have learned from stories including Bible stories</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ <b>Make links between</b> the Bible and stories Jesus told and Christian beliefs</li> <li>▪ <b>Ask important questions about</b> stories that are important to them; lessons they and others have learned from stories including Bible stories</li> </ul>

KEY STAGE 1 CHRISTIANITY: BEHAVING		
Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>What and how can people learn from leaders and teachers including religious leaders and teachers?</p> <ul style="list-style-type: none"> <li>▪ Why and how is a vicar, priest or minister important to Christians?</li> <li>▪ Why and how is Jesus important to Christians?</li> <li>▪ How do Christians learn from the example of other Christians?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work of local Christian vicars, priests and ministers</li> <li>▪ Life, example and teachings of Jesus</li> <li>▪ 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</li> <li>▪ Christian care for others through the work of individuals and charities</li> </ul>	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> <li>▪ <b>Recognise</b> lessons that can be learned from Jesus; clergy; Christian role models</li> <li>▪ <b>Recall</b> narratives about Jesus and influential Christians</li> <li>▪ <b>Talk about</b> people they admire and who help them decide what is right and wrong</li> </ul> <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> <li>▪ <b>Identify</b> the importance for Christians of Jesus; clergy; Christian role models</li> <li>▪ <b>Retell</b> narratives about Jesus and influential Christians</li> <li>▪ <b>Recognise</b> why they admire some people; that other people help them decide what is right and wrong</li> </ul> <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> <li>▪ <b>Begin to identify</b> the impact of Jesus, clergy and Christian role models on the lives of believers</li> <li>▪ <b>Make links between</b> their admiration for others and how such people help them decide what is right and wrong</li> </ul>



Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>How and why do symbols express meaning including religious meaning?</p> <ul style="list-style-type: none"> <li>▪ How and why do Christians use symbols in <ul style="list-style-type: none"> <li>○ everyday life?</li> <li>○ places of worship?</li> <li>○ celebrations?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Christian symbols eg Cross and Crucifix; hot cross buns and Easter eggs; Cribs, Christingle; Dove; Water ; Symbolic features of churches; lights/candles in churches and celebrations; dress eg clerical dress, Salvation Army uniform</li> </ul>	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> <li>▪ Recognise Christian symbols</li> <li>▪ Talk about symbols they use in their daily lives</li> </ul> <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> <li>▪ Identify and suggest meanings for Christian symbols</li> <li>▪ Recognise how symbols are used in their daily lives</li> </ul> <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> <li>▪ Describe some Christian symbols and make links with the beliefs they symbolise</li> <li>▪ Identify ways symbols are used in their daily lives</li> </ul>

KEY STAGE 1 JUDAISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Judaism</p> <p><b>What do people believe about God, people and the natural world?</b></p> <ul style="list-style-type: none"> <li>What do Jews learn about God and the world from the Tenakh (Jewish Bible)?</li> <li>How does God care for people in stories found in the Jewish Bible and what do Jews learn from these stories?</li> </ul> <p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>What do Jews believe about how people should live with others?</li> </ul> <p><b>How and why are some stories and books sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>What special texts are used in a synagogue?</li> <li>Why is the Torah special for Jewish people?</li> </ul>	<ul style="list-style-type: none"> <li>Jews believe there is only one God, God is the creator and God cares for people and the world.</li> <li>God wants people to look after the world eg the story of creation in Genesis 1, verses from Psalms 8 and 148.</li> <li>God wants people to care for one another eg Leviticus 19:18.</li> <li>Caring for world and people also shown in Shabbat, celebrations of harvest eg Sukkot and Shavuot also Tu B'Shvat.</li> <li>Torah scrolls – sacred writings for Jews, containing rules and stories to help show people how God wants them to live</li> <li>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.</li> </ul>	<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"> <li><b>Recall</b> Jewish beliefs about God and the Torah; stories from the Jewish Bible about God's care for people</li> <li><b>Talk about</b> 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</li> </ul> <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"> <li><b>Retell</b> some stories from the Jewish Bible about God's care for people</li> <li><b>Identify</b> Jewish beliefs about God, the world and the Torah; about how people should live with others</li> <li><b>Recognise</b> what they have learned from Jewish stories; what they have learned from other stories; their own ideas and beliefs about God</li> </ul> <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"> <li><b>Describe</b> Jewish beliefs about God and the Torah</li> <li><b>Make links between</b> stories about God's care for people in the Jewish Bible and beliefs about God</li> <li><b>Ask important questions about</b> what they have learned from Jewish stories and beliefs; what they have learned from other stories</li> <li><b>Recognise</b> similarities and differences between their own and Jewish beliefs about God and the world</li> </ul>

CORE KEY STAGE 1 JUDAISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Judaism</p> <p>What and how can people learn from leaders and teachers including religious leaders and teachers?</p> <ul style="list-style-type: none"> <li>▪ What does a rabbi do?</li> <li>▪ What and how do Jews learn from influential Jewish people?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The role and work of a rabbi</li> <li>▪ Hear stories about leaders and teachers who have influenced and continue to influence Jewish life and consider why they are important eg Abraham (trust in God, obeying God) Moses (Ten Commandments). Could also consider influence of grandparents and authors</li> </ul>	<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"> <li>▪ Recall narratives about influential Jews</li> <li>▪ Talk about how they learn from people they admire/respect</li> </ul> <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"> <li>▪ Identify the importance of Jewish role models</li> <li>▪ Retell narratives about influential Jews</li> <li>▪ Recognise how their values are influenced by people they admire/respect</li> </ul> <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"> <li>▪ Begin to identify the impact Jewish role models and rabbis have on others</li> <li>▪ Make links between role models in their own lives and how these people help them decide what is right and wrong</li> </ul>

KEY STAGE 1 JUDAISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Judaism</p> <p><b>What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>▪ What does it mean to belong to a Jewish family?</li> <li>▪ What are synagogues for?</li> </ul> <p><b>How and why are celebrations, including religious celebrations, important to people?</b></p> <ul style="list-style-type: none"> <li>▪ What special times do Jews celebrate?</li> <li>▪ How and why do they celebrate these special times?</li> </ul> <p><b>How and why do symbols express meaning including religious meaning?</b></p> <ul style="list-style-type: none"> <li>▪ How important are symbols in these celebrations and Jewish life in general?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shared customs eg kosher food, observance of Shabbat, Mezuzah, Israel and Jerusalem</li> <li>▪ Synagogues – places to meet, study (eg Religion school/ Cheder), worship God and celebrate life cycle events eg marriage and in Reform and Liberal synagogues, baby naming/blessing. Features of a synagogue and their purpose; significance and care of the Torah</li> <li>▪ Explore some festival celebrations eg Rosh Hashanah, Yom Kippur, Pesach, Sukkot, Hanukkah and Purim</li> <li>▪ 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)</li> <li>▪ Other Jewish symbols eg Magen David (Star of David), menorah, mezuzah, tefillin, features of synagogues</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise features of Jewish life and practice at home and in the synagogue;</li> <li>▪ Recognise how and why Jews celebrate selected festivals; Jewish symbols and how and why they are used</li> <li>▪ Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives</li> <li>▪ Talk about how and where they feel they belong</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify features of Jewish life and practice at home and in the synagogue</li> <li>▪ Identify ways in which Jews celebrate selected festivals, suggesting meanings for some of the practices/customs; Jewish symbols suggesting meanings for them</li> <li>▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations</li> <li>▪ Ask, and respond sensitively to, questions about how and where they feel they belong</li> <li>▪ Recognise how symbols are used in their daily lives</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe features of Jewish life and practice at home and in the synagogue recognising similarities/differences with other religions</li> <li>▪ Describe how and why Jews celebrate selected festivals, including making links with Jewish texts</li> <li>▪ Ask important questions about Jewish celebrations comparing them with their own experiences</li> <li>▪ Identify how and where they feel they belong</li> <li>▪ Identify ways symbols are used in their daily lives</li> </ul>

## Buddhism in Key Stage 1

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

### BELONGING

**What does it mean to belong?**

- What might it be like to belong to a Buddhist family?

**How and why are celebrations, including religious celebrations, important to people?**

- What special times do Buddhists celebrate?
- How and why do they celebrate these special times?
- How do Buddhists show Gotama Buddha is special to them?

**How and why do symbols express meaning including religious meaning?**

- How important are symbols in these and Buddhist life in general?

### BELIEVING

**What do people believe about God, people and the natural world?**

- What did Gotama Buddha teach about how people should treat others?

**Who am I?**

- What do Buddhists believe about how people should live with others?

**How and why are some stories and books sacred and important in religion?**

- How and in what form did Gotama Buddha's teachings get written down?
- Why is it important for Buddhists that Gotama Buddha's teachings were written down?
- Why are stories about Gotama Buddha important to Buddhists?

### BEHAVING

**What and how can people learn from leaders and teachers including religious leaders and teachers?**

- What do Buddhists learn from the example of Gotama Buddha?
- What and how do Buddhists learn from influential Buddhist people?

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>Some questions about <i>believing</i> in Buddhism</p> <p><b>What do people believe about God, people and the natural world?</b></p> <ul style="list-style-type: none"> <li>What did Gotama Buddha teach about how people should treat others?</li> </ul> <p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>What do Buddhists believe about how people should live with others?</li> </ul> <p><b>How and why are some stories and books sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>How and in what form did Gotama Buddha's teachings get written down?</li> <li>Why is it important for Buddhists that Gotama Buddha's teachings were written down?</li> <li>Why are stories about Gotama Buddha important to Buddhists?</li> </ul>	<ul style="list-style-type: none"> <li>Buddhist teachings on compassion, giving generously, truthfulness</li> <li>Gotama Buddha taught that everyone will have unhappiness in their lives and this is caused by always wanting things</li> <li>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</li> <li>What Buddhist scriptures look like</li> <li>The significance of Buddhist scriptures for Buddhists</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Recall Buddhist teachings about how others should be treated; how and in what form Gotama Buddha's teachings were written down; why it is important for Buddhists that these teachings were written down</li> <li>Recall stories about Gotama Buddha</li> <li>Talk about what is interesting about Buddhist teachings about how others should be treated; their own ideas about caring for others</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Identify Buddhist teachings about how others should be treated; how and in what form Gotama Buddha's teachings were written down; why it is important for Buddhists that these teachings were written down</li> <li>Retell stories about Gotama Buddha</li> <li>Ask, and respond sensitively to, questions about what they have found interesting about Buddhist teachings about how others should be treated; their own ideas about caring for others</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Describe Buddhist teachings about how others should be treated; how and in what form Gotama Buddha's teachings were written down; why it is important to Buddhists that these teachings were written down</li> <li>Make links between stories about Gotama Buddha and Buddhist beliefs</li> <li>Ask important questions about Buddhist teachings on how others should be treated comparing them with their own ideas</li> </ul>

OPTIONAL KEY STAGE 1 BUDDHISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Buddhism</p> <p>What and how can people learn from leaders and teachers including religious leaders and teachers?</p> <ul style="list-style-type: none"> <li>▪ What do Buddhists learn from the example of Gotama Buddha?</li> <li>▪ What and how do Buddhists learn from influential Buddhist people?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Alms giving</li> <li>▪ The way in which many Buddhist boys in some parts of the world spend time in monasteries</li> <li>▪ Learn about how Siddattha Gotoma became a Buddha</li> <li>▪ 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</li> <li>▪</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise features of Buddhist life and practice; what Buddhists learn from the example and teachings of Gotama Buddha and other Buddhists</li> <li>▪ Recall narratives about Gotama Buddha</li> <li>▪ Talk about how they learn from people they admire/respect</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify features of Buddhist life and practice; what Buddhists learn from the example of Gotama Buddha and other Buddhists</li> <li>▪ Retell narratives about Gotama Buddha</li> <li>▪ Recognise how their values are influenced by people they admire/respect</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe features of Buddhist life and practice recognising similarities/differences with other religions; what Buddhists learn from the example of Gotama Buddha and other Buddhists</li> <li>▪ Identify how people influence them</li> </ul>

OPTIONAL KEY STAGE 1 BUDDHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some questions about <i>belonging</i> in Buddhism</p> <p><b>What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>What might it be like to belong to a Buddhist family?</li> </ul> <p><b>How and why are celebrations, including religious celebrations, important to people?</b></p> <ul style="list-style-type: none"> <li>What special times do Buddhists celebrate?</li> <li>How and why do they celebrate these special times?</li> <li>How do Buddhists show Gotama Buddha is special to them?</li> </ul> <p><b>How and why do symbols express meaning including religious meaning?</b></p> <ul style="list-style-type: none"> <li>How important are symbols in these celebrations and Buddhist life in general?</li> </ul>	<ul style="list-style-type: none"> <li>Explore Buddhist festivals eg Wesak and how it celebrates key times in the life of Gotama Buddha</li> <li>Explore various ways in which Buddhists celebrate eg community celebrations at monasteries</li> <li>Explore ways in which the qualities of Gotama Buddha are expressed in Buddha rupas eg mudras (hand gestures), earlobes etc</li> <li>Explore features of Buddhist shrines at home and in temples and how they are used</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Recognise how and why Buddhists celebrate selected special times: Buddha rupas and features of Buddhist shrines</li> <li>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</li> <li>Talk about how and where they feel they belong</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Ask, and respond sensitively to, questions about how and where they feel they belong</li> <li>Recognise how symbols are used in their daily lives</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Ask important questions about Buddhist celebrations comparing them with their own experiences; how they and others respond to things that are special to them</li> <li>Identify how and where they feel they belong</li> <li>Identify ways symbols are used in their daily lives</li> </ul>

## Hinduism in Key Stage 1

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

### BELONGING

**What does it mean to belong?**

- What does it mean to belong to a Hindu family?

**How and why are celebrations, including religious celebrations, important to people?**

- What special times do Hindus celebrate?
- How and why do Hindus celebrate these special times?
- How are babies welcomed in Hindu families?

**How and why do symbols express meaning including religious meaning?**

- What do murtis show about the deities they portray?

### BELIEVING

**What do people believe about God, people and the natural world?**

- What do Hindus believe God is like?
- How do Hindus show respect and reverence for God?
- What do Hindus believe about caring for the environment?

**Who am I?**

- What do Hindus believe about how people should live with others?

**How and why are some stories and books sacred and important in religion?**

- How do Hindus learn about God from their sacred writings?

### BEHAVING

**What and how can people learn from leaders and teachers including religious leaders and teachers?**

- What and how do Hindus learn about life from Hindu teachers/priests and stories about deities, values and practices?

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>Some questions about <i>believing</i> in Hinduism</p> <p><b>What do people believe about God, people and the natural world?</b></p> <ul style="list-style-type: none"> <li>▪ What do Hindus believe God is like?</li> <li>▪ How do Hindus show respect and reverence for God?</li> <li>▪ What do Hindus believe about caring for the environment?</li> </ul> <p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>▪ What do Hindus believe about how people should live with others?</li> </ul> <p><b>How and why are some stories and books sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>▪ How do Hindus learn about God from their sacred writings?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn that God takes many forms.</li> <li>▪ Hear stories about Hindu deities eg Krishna the Butter Thief, Rama as a child, Rama and Sita, stories about Ganesh</li> <li>▪ What Hindu stories teach about how people should live with one another</li> <li>▪ Explore murtis (images of deities) and how they are cared for</li> <li>▪ 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.</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recall what Hindus believe about God; how they learn about God and show reverence for God; what Hindus believe about caring for others and the environment</li> <li>▪ Talk about what has interested them about Hindu beliefs and practices; their own beliefs about God</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify Hindu beliefs about God; ways in which Hindus learn about and show reverence for God; Hindu beliefs about caring for others and the environment</li> <li>▪ Ask, and respond sensitively to, questions about what has interested them about Hindu beliefs and practices; their own beliefs about God</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe Hindu beliefs about God; ways in which Hindus learn about and show reverence for God; Hindu beliefs about caring for others and the environment</li> <li>▪ 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</li> </ul>

OPTIONAL KEY STAGE 1 HINDUISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Hinduism</p> <p><b>What and how can people learn from leaders and teachers including religious leaders and teachers?</b></p> <ul style="list-style-type: none"> <li>▪ What and how do Hindus learn about life from Hindu teachers/priests and stories about deities, values and practices?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acknowledge that Hinduism is linked with Indian and Indian culture eg including food, dress, language</li> <li>▪ Find out about the importance of showing respect and good manners to others eg use of greeting 'Namaste'</li> <li>▪ Find out about home shrines and puja performed there</li> <li>▪ Consider lessons learned from and values expressed in stories about Hindu deities and teachers eg Ganesh, Krishna, Rama – especially stories about their childhoods which illustrate family values. Think about how these values should influence Hindu daily life</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise features of Hindu life and practice; what and how Hindus learn from stories about deities and Hindu teachers/priests</li> <li>▪ Recall narratives about Hindu deities</li> <li>▪ Talk about how they learn from people they admire/respect</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify features of Hindu life and practice; what and how Hindus learn from stories about deities and Hindu teachers/priests</li> <li>▪ Retell narratives about Hindu deities</li> <li>▪ Recognise how their values are influenced by people they admire/respect</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe features of Hindu life and practice; what and how Hindus learn from stories about deities and Hindu teachers/priests</li> <li>▪ Identify how people influence them</li> </ul>

OPTIONAL KEY STAGE 1 HINDUISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Hinduism</p> <p><b>What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>What does it mean to belong to a Hindu family?</li> </ul> <p><b>How and why are celebrations, including religious celebrations, important to people?</b></p> <ul style="list-style-type: none"> <li>What special times do Hindus celebrate?</li> <li>How and why do Hindus celebrate these special times?</li> <li>How are babies welcomed in Hindu families?</li> </ul> <p><b>How and why do symbols express meaning including religious meaning?</b></p> <ul style="list-style-type: none"> <li>What do murtis show about the deities they portray?</li> </ul>	<ul style="list-style-type: none"> <li>Find out about Hindu festivals eg Divali, Raksha Bandhana, Krishna's Birthday– how and why they are celebrated</li> <li>Explore links between the symbolism in some murtis and Hindu beliefs about them eg Ganesh and Krishna including their colours and clothes</li> <li>Find out about how Hindus welcome and celebrate the birth of a baby</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Recognise how and why Hindus celebrate selected special times; selected murtis</li> <li>Talk about the qualities of the deities studied and how these might be met in daily life</li> <li>Talk about symbols they use in their daily lives</li> <li>Talk about where and how they feel they belong</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Identify how and why Hindus celebrate selected special times</li> <li>Suggest meanings for the symbolism of selected murtis</li> <li>Ask, and respond sensitively to, questions about the qualities of the deities studied and how these might be found in daily life</li> <li>Ask, and respond sensitively to, questions about how and where they feel they belong</li> <li>Recognise how symbols are used in their daily lives</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Describe how and why Hindus celebrate selected special times, making links with Hindu narratives</li> <li>Ask important questions about Hindu celebrations, comparing them with their own experiences; the qualities of the deities studied and their responses to these</li> <li>Identify how and where they feel they belong</li> <li>Identify symbols are used in their daily lives</li> </ul>

## Islam in KEY STAGE1

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

### BELONGING

**What does it mean to belong?**

- What does it mean to belong to a Muslim family?

**How and why are celebrations, including religious celebrations, important to people?**

- What special times do Muslims celebrate?
- How and why do they celebrate these special times?
- What happens at a ceremony celebrating the birth of a new baby in a Muslim family?

**How and why do symbols express meaning including religious meaning?**

- What symbols do Muslims use to share their religion and why and what do they mean?

### BELIEVING

**What do people believe about God, people and the natural world?**

- What do Muslims believe about God/Allah?
- How do Muslims show how important God/Allah is?

**Who am I?**

- What do Muslims believe about how people should live with others?

**How and why are some stories and books sacred and important in religion?**

- What is Islam's holy book and why is it holy?
- How do Muslims show reverence for the Qur'an and show how important it is to them?
- Why are stories about the Prophet Muhammad (pbuh) important to Muslims?

### BEHAVING

**What and how can people learn from leaders and teachers including religious leaders and teachers?**

- What and how do Muslims learn from the life of the Prophet Muhammad (pbuh)?
- What and how do Muslims learn from influential Muslim people?

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><b>What do people believe about God, people and the natural world?</b></p> <ul style="list-style-type: none"> <li>▪ What do Muslims believe about God/Allah?</li> <li>▪ How do Muslims show how important God/Allah is?</li> </ul> <p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>▪ What do Muslims believe about how people should live with others?</li> </ul> <p><b>How and why are some stories and books sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>▪ What is Islam's holy book and why is it holy?</li> <li>▪ How do Muslims show reverence for the Qur'an and show how important it is to them?</li> <li>▪ Why are stories about the Prophet Muhammad (pbuh) important to Muslims?</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is only one God (Allah) and he has no partners</li> <li>▪ Allah has many names – explore some of the 99 names</li> <li>▪ Allah created the world and requires people to look after it.</li> <li>▪ Worshipping and obeying Allah are central to Islam</li> <li>▪ Islamic teachings about caring for one another</li> </ul> <ul style="list-style-type: none"> <li>▪ The Qur'an is God's revelation and its words are used to decorate Muslim places of worship.</li> <li>▪ Ways in which Muslims often show reverence for the Qur'an eg washing before touching it, never placing it on the floor etc</li> <li>▪ Islamic study of the Qur'an and learning to recite it</li> <li>▪ Use of the Qur'an as a guide for living</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recall Muslim beliefs about Allah and the Qur'an; how Muslims show reverence for Allah and the Qur'an</li> <li>▪ Recall some Muslim teachings about how people should treat one another</li> <li>▪ Talk about their own and Muslim beliefs about God; ways of showing respect/reverence for things</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify Muslim beliefs about Allah and the Qur'an; how Muslims show reverence for Allah and the Qur'an</li> <li>▪ Identify some Muslim teachings about how people should value and care for one another</li> <li>▪ Ask, and respond sensitively to, questions about their own and Muslim beliefs about God; reasons for showing respect/reverence</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe Muslim beliefs about Allah and the Qur'an; how Muslims show reverence for Allah and the Qur'an</li> <li>▪ Describe some Muslim beliefs about valuing and caring for others</li> <li>▪ Ask important questions about their own and Muslim beliefs about God, recognising similarities and differences; reasons for showing respect/reverence; what influences them</li> </ul>

OPTIONAL KEY STAGE 1 ISLAM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Islam</p> <p><b>What and how can people learn from leaders and teachers including religious leaders and teachers?</b></p> <ul style="list-style-type: none"> <li>▪ What and how do Muslims learn from the life of the Prophet Muhammad (pbuh)?</li> <li>▪ What and how do Muslims learn from influential Muslim people?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore values espoused by Muslims in their daily and family lives eg honesty, courtesy, respect for parents etc</li> <li>▪ Hear stories from the life of the Prophet Muhammad (pbuh) and other influential Muslims and discuss what can be learned from them</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise what Muslims learn from the life of the Prophet Muhammad (pbuh)</li> <li>▪ Recall narratives about the Prophet Muhammad (pbuh)</li> <li>▪ Talk about how they learn from people they admire/respect</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify what Muslims learn from the life of the Prophet Muhammad (pbuh)</li> <li>▪ Retell narratives about the life of the Prophet Muhammad (pbuh)</li> <li>▪ Recognise how their values are influenced by people they admire/respect</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe what Muslims learn from the life of the Prophet Muhammad (pbuh)</li> <li>▪ Identify how people influence them</li> </ul>

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

## Sikhism in Key Stage 1

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

### BELONGING

**What does it mean to belong?**

- What does it mean to belong to a Sikh family?

**How and why are celebrations, including religious celebrations, important to people?**

- What special times do Sikhs celebrate?
- How and why do they celebrate these special times?
- How do Sikhs celebrate the birth of a new baby and how does it receive its name?

**How and why do symbols express meaning including religious meaning?**

- What symbols do Sikhs use to show who they are and share their religion and what do they mean?

### BELIEVING

**What do people believe about God, people and the natural world?**

- What do Sikhs believe about God?
- How do Sikhs show how important God is?

**Who am I?**

- What do Sikhs believe about how people should live with others?

**How and why are some stories and books sacred and important in religion?**

- What is Sikhism's holy book and why is it holy?
- How do Sikhs show reverence for the Guru Granth Sahib and show how important it is to them?
- Why are stories about the lives of the Gurus important to Sikhs?

### BEHAVING

**What and how can people learn from leaders and teachers including religious leaders and teachers?**

- What lessons do Sikhs learn from the lives of the Gurus?
- What and how do Sikhs learn from influential Sikh people?

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><b>What do people believe about God, people and the natural world?</b></p> <ul style="list-style-type: none"> <li>▪ What do Sikhs believe about God?</li> <li>▪ How do Sikhs show how important God is?</li> </ul> <p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>▪ What do Sikhs believe about how people should live with others?</li> </ul> <p><b>How and why are some stories and books sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>▪ What is Sikhism's holy book and why is it holy?</li> <li>▪ How do Sikhs show reverence for the Guru Granth Sahib and show how important it is to them?</li> <li>▪ Why are stories about the lives of the Gurus important to Sikhs?</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is only one God, God made everything</li> <li>▪ Names for God eg Waheguru – Wonderful Lord, symbol Ik Onkar – One God</li> <li>▪ Find out about the Guru Granth Sahib, what it looks like, how it is treated, how it is read, and why it is holy</li> <li>▪ Explore stories from the lives of the Gurus and understand that Sikhs learn about how they should live from such stories eg stories about Guru Nanak and Guru Gobind Singh</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recall stories about the lives of Sikh Gurus; Sikh beliefs about God and the Guru Granth Sahib; how Sikhs show reverence for the Guru Granth Sahib</li> <li>▪ Talk about their own and Sikh beliefs about God; ways of showing respect/reverence for other people and things</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify Sikh beliefs about God and the Guru Granth Sahib; how Sikhs show reverence for the Guru Granth Sahib</li> <li>▪ Retell stories about the lives of the Gurus</li> <li>▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about God; reasons for showing respect/reverence for people and things</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe Sikh beliefs about God and the Guru Granth Sahib; how Sikhs show reverence for the Guru Granth Sahib; why stories about the Gurus are important to Sikhs</li> <li>▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about God, recognising similarities and differences; reasons for showing respect/reverence for people and things</li> </ul>

OPTIONAL KEY STAGE 1 SIKHISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Sikhism</p> <p><b>What and how can people learn from leaders and teachers including religious leaders and teachers?</b></p> <ul style="list-style-type: none"> <li>▪ What lessons do Sikhs learn from the lives of the Gurus?</li> <li>▪ What and how do Sikhs learn from influential Sikh people?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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, Malik Bhago and Lalo</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise what Sikhs learn from the lives of the Gurus and other Sikhs</li> <li>▪ Recall narratives about the Gurus</li> <li>▪ Talk about how they learn from people they admire/respect</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify what Sikhs learn from the lives of the Gurus</li> <li>▪ Retell narratives about the Gurus</li> <li>▪ Recognise how their values are influenced by people they admire/respect</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe what Sikhs learn from the lives of the Gurus</li> <li>▪ Identify how people influence them</li> </ul>

OPTIONAL KEY STAGE 1 SIKHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Sikhism</p> <p><b>What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>What does it mean to belong to a Sikh family?</li> </ul> <p><b>How and why are celebrations, including religious celebrations, important to people?</b></p> <ul style="list-style-type: none"> <li>What special times do Sikhs celebrate?</li> <li>How and why do they celebrate these special times?</li> <li>How do Sikhs celebrate the birth of a new baby and how does it receive its name?</li> </ul> <p><b>How and why do symbols express meaning including religious meaning?</b></p> <ul style="list-style-type: none"> <li>What symbols do Sikhs use to show who they are and share their religion and what do they mean?</li> </ul>	<ul style="list-style-type: none"> <li>Find out about examples of Sikh family/home life</li> <li>Explore possible features of Sikh homes and family life eg pictures of Sikh Gurus, prayers, contributions to the Gurdwara such as in the Langar etc</li> <li>Explore Sikh festivals eg Divali, Guru Nanak's Birthday, how and why they are celebrated in the Gurdwara and at home</li> <li>Explore how babies are traditionally named using the Guru Granth Sahib</li> <li>Find out about Sikh symbols eg the Five Ks, Ik Onkar, Khanda</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Recognise features of Sikh life and practice</li> <li>Recognise how and why Sikhs celebrate selected special times; Sikh symbols</li> <li>Talk about how and where they feel they belong; their own experiences and feelings about celebrations; symbols they use in their daily lives</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Identify features of Sikh life and practice</li> <li>Identify ways in which Sikhs celebrate selected festivals, suggesting meanings for some of the practices/customs; Sikh symbols suggesting meanings for them</li> <li>Ask, and respond sensitively to, questions about how and where they feel they belong</li> <li>Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations</li> <li>Recognise how symbols are used in their daily lives</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Describe features of Sikh life and practice</li> <li>Describe how and why Sikhs celebrate selected festivals, including making links with Sikh narratives texts</li> <li>Identify how and where they feel they belong;</li> <li>Ask important questions about Sikh celebrations comparing them with their own experiences</li> <li>Identify ways symbols are used in their daily lives</li> </ul>

## The Baha'i faith in Key Stage 1

Some suggestions for how key questions might be unpacked:

### BELONGING

**What does it mean to belong?**

- What might it be like to belong to a Baha'i family?

**How and why are celebrations, including religious celebrations, important to people?**

- What special times do Baha'is celebrate?
- How and why do they celebrate these special times?
- What happens at a Baha'i wedding or funeral?

**How and why do symbols express meaning including religious meaning?**

- What symbols do Baha'is use to share their religion and why?

### BELIEVING

**What do people believe about God, people and the natural world?**

- What do Baha'is believe about God?
- What do Baha'is mean by 'Manifestations of God'?
- Why are The Bab and Baha'u'llah important for Baha'is?

**Who am I?**

- What do Baha'is believe about how people should live with others?

**How and why are some stories and books sacred and important in religion?**

- What are the Baha'i holy books and how are they treated?

### BEHAVING

**What and how can people learn from leaders and teachers including religious leaders and teachers?**

- What lessons do Baha'is learn from the example of 'Abdu'l Baha?

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 BAHAI: BELIEVING		
Learning about religion	Content	Expectations
<p>Possible questions about <i>believing</i> in the Baha'i faith</p> <p><b>What do people believe about God, people and the natural world?</b></p> <ul style="list-style-type: none"> <li>▪ What do Baha'is believe about God?</li> <li>▪ What do Baha'is mean by 'Manifestations of God'?</li> <li>▪ Why are The Bab and Baha'u'llah important for Baha'is?</li> </ul> <p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>▪ What do Baha'is believe about how people should live with others?</li> </ul> <p><b>How and why are some stories and books sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>▪ What are the Baha'i holy books and how are they treated?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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'i 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'i Faith.</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following:</b></p> <ul style="list-style-type: none"> <li>▪ Recall some things Baha'is believe about God; what Baha'i holy books are called and how they are treated; that The Bab and Baha'u'llah are important to Baha'is</li> <li>▪ Recognise the expression 'Manifestations of God'</li> <li>▪ Talk about their own ideas about God and how to care for special things</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following:</b></p> <ul style="list-style-type: none"> <li>▪ Identify Baha'i beliefs about God; Baha'i holy books and suggest why they are treated as they are; why the Bab and Baha'u'llah are important to Baha'is</li> <li>▪ Recognise the expression 'Manifestations of God'; that questions about God are difficult to answer</li> <li>▪ Respond sensitively to the ways people like their special things cared for</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following:</b></p> <ul style="list-style-type: none"> <li>▪ Describe Baha'i beliefs about God; what is meant by 'Manifestations of God'; how Baha'i holy books are cared for; why the Bab and Baha'u'llah are important to Baha'is</li> <li>▪ Recognise similarities and differences between their own and Baha'i beliefs about God</li> </ul>

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><b>What and how can people learn from leaders and teachers including religious leaders and teachers?</b></p> <ul style="list-style-type: none"> <li>▪ What lessons do Baha'is learn from the example of 'Abdu'l Baha?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate the life of 'Abdu'l Baha, his visits to the U.K. and how he is understood to be an example to follow.</li> </ul>	<p><b>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recall some lessons Baha'is learn from the example of 'Abdu'l Baha</li> <li>▪ Talk about what it feels like to have learned from people they know</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify some lessons Baha'is learn from the example of 'Abdu'l Baha</li> <li>▪ Recognise lessons they have learned from people they know</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Make links between lessons Baha'is learn from the example of 'Abdu'l Baha and Baha'i beliefs; between lessons learned from the example of 'Abdu'l Baha and their own values and commitments</li> <li>▪ Identify lessons they have learned from people they know</li> </ul>

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

KEY STAGE 2 CHRISTIANITY: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>How do people's beliefs about God, the world and others impact on their lives?</p> <ul style="list-style-type: none"> <li>▪ How does believing in a creator God make a difference to Christians?</li> <li>▪ How do Christians' beliefs about Jesus make a difference to their lives?</li> <li>▪ How do Christians' beliefs about the Holy Spirit make a difference to daily lives?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Christian responses to the life, teachings (including those about all people being equal in the sight of God and caring for others), miracles, crucifixion and resurrection of Jesus. Christian beliefs about Jesus as a personal saviour</li> <li>▪ 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</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Retell Christian stories about God the Creator, Jesus and the Holy Spirit</li> <li>▪ Suggest why Christians believe they should care for others and the world</li> <li>▪ Recognise that questions about God are difficult to answer; their own ideas about caring for others and the world</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Make links between Christians' beliefs about God as creator and their care of the world; Christian beliefs about Jesus and his teachings and how they make a difference to people's lives; Christian beliefs about the Holy Spirit and how they make a difference to people's lives</li> <li>▪ Recognise similarities and differences between their own and Christian beliefs about God</li> <li>▪ Make links between their ideas about caring for others and their environment and their own actions</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe what Christians believe about a creator God and the difference this makes to their lives; what Christians believe about Jesus and the Holy Spirit and the difference this makes to their lives</li> <li>▪ Suggest what/who influences them and how this makes a difference to their lives</li> </ul> <p><b>Pupils working at level 5 will be able to use an increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show they understand what distinctive beliefs Christians have about God and how these are similar/different to other beliefs about God</li> <li>▪ Explain how Christian beliefs about God make a difference to people's lives</li> <li>▪ Explain what/who influences them and how this makes a difference to their lives</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>How do sacred texts and other sources help people to understand God, the world and human life?</p> <ul style="list-style-type: none"> <li>▪ How do Christians use the Bible to learn about God, the world and human life?</li> <li>▪ How do Christians use the writings and teachings of Christians throughout the ages to learn about God, the world and human life?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Bible is used as a source of inspiration and guidance for worship and ways of living</li> <li>▪ Stories told by Jesus and other readings from the Bible which show the nature of God</li> <li>▪ The Bible as a library of books of different genres divided into Old and New Testaments</li> <li>▪ The writings/experiences of Christians through the ages eg Apostles and Nicene Creeds; William Wilberforce, Elizabeth Fry, William Booth, Desmond Tutu, Julian of Norwich</li> <li>▪ Significance of sermons in worship</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Retell Bible narratives that help Christians learn about God, the world and human life; retell accounts of the lives of influential Christians</li> <li>▪ Identify some Christian teachings about God, the world and human life</li> <li>▪ Recognise that questions about life and God are difficult to answer</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Make links between Bible narratives and Christian beliefs about God, the world and human life;</li> <li>▪ Identify the impact religion has had on the lives of influential Christians; what Christians learn from these people.</li> <li>▪ Identify what influences them; what they might have learned from the Christian narratives they have explored</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of Bible texts and other writings that help Christians learn about God, the world and human life</li> <li>▪ Make links between Biblical teachings and the lives and writings of influential Christians</li> <li>▪ Describe what inspires and influences them and others</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show understanding of how Bible texts and the writings of influential Christians illustrate beliefs about God, the world and human life that are similar to and distinct from those of other religions</li> <li>▪ Explain how the Bible and other Christian writings are used to provide answers to questions about God, the world and human life</li> <li>▪ Explain what/who influences them and others in their ideas about God, the world and human life</li> </ul>

KEY STAGE 2 CHRISTIANITY: BEHAVING		
Learning About Religion	Content	Exemplar Expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>Why and how are people influenced and inspired by others?</p> <ul style="list-style-type: none"> <li>▪ How does Jesus influence and inspire Christians?</li> <li>▪ What has made some Christians inspirational?</li> <li>▪ How have Christians been inspired by others?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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"> <li>- Jesus – friend, saviour, Lord</li> <li>- Saints eg Mary, Paul</li> <li>- local people including religious leaders</li> <li>- 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</li> </ul> </li> <li>▪ Exploration of the influence of some mission and caring organisations eg                         <ul style="list-style-type: none"> <li>- St John's Hospitalers</li> <li>- St Thomas' Hospital</li> <li>- World Vision</li> <li>- Scripture Union</li> <li>- Toybox (Bletchley)</li> <li>- Bridgebuilder Trust.</li> </ul> </li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Retell accounts of the lives of influential Christians</li> <li>▪ Identify ways in which these Christians have influenced others</li> <li>▪ Recognise that they are influenced by others</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe how some influential Christians have inspired others</li> <li>▪ Identify the impact Christian beliefs have had on the lives of some people</li> <li>▪ Identify what/who influences them making links with any impact on their own attitudes and behaviour</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of the impact of Christian beliefs on the lives of some people; how influential Christians have inspired others</li> <li>▪ Describe what/who influences themselves and others; the difference these influences have on their lives</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain the impact of Christian beliefs on the lives of some people; how influential Christians have inspired others</li> <li>▪ Explain what inspires and influences them; how these influences make a difference to their lives</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p><b>What influences the ways people behave and what is expected of a person in following a religion or belief?</b></p> <ul style="list-style-type: none"> <li>▪ How do Christians express their beliefs (eg about their relationship with Jesus) through the ways they live their lives?</li> <li>▪ By what rules, codes and traditions do Christians believe they should live their lives?</li> <li>▪ What difference does it make to try to live by these rules, codes and traditions?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Christian rules, codes and traditions and their implications for day to day life eg</li> <li>▪ The Ten Commandments</li> <li>▪ The Sermon on the Mount (Matthew 5-7) including the Golden Rule (Treat others as you would like them to treat you)</li> <li>▪ Teaching about forgiveness</li> <li>▪ Charitable works</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Identify some Christian beliefs, rules, codes and traditions that influence behaviour</li> <li>▪ Begin to show awareness of the similarities between Christian teachings and those of other religions</li> <li>▪ Recognise their own and others' ideas about right and wrong</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Identify the impact Christian beliefs, rules, codes and traditions have on people's lives</li> <li>▪ Describe some similarities/differences between the rules/teachings of Christianity and those of other religions</li> <li>▪ Identify what influences their conduct</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of the impact Christian beliefs, rules, codes and traditions have on people's lives</li> <li>▪ Show understanding of some similarities/differences between the rules/teachings of Christianity and those of other religions</li> <li>▪ Describe what influences their conduct</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain the impact Christian beliefs, rules, codes and traditions have on people's lives</li> <li>▪ Explain how Christian writings are used to provide answers to ethical issues</li> <li>▪ Explain what influences their conduct</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving in Christianity</i></p> <p>How do religious families and communities practise their faith, and what contributions do they make to local life?</p> <ul style="list-style-type: none"> <li>▪ What might it mean to grow up in a Christian family?</li> <li>▪ How do Christian beliefs about life after death influence the way life is lived?</li> <li>▪ How do Christians work together with others to live out the teachings of their faith locally?</li> </ul> <p>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <ul style="list-style-type: none"> <li>▪ How and why do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Importance to Christians of Bible study and prayer. If possible speak with members of Christian families about how they practice their faith at home</li> <li>▪ 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</li> <li>▪ 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"> <li>- Christian Aid, Oxfam, Tear Fund, Leprosy Mission, CAFOD: Christian declaration about the environment, Assisi in 1986</li> </ul> </li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Identify ways in which being part of a Christian family might affect a person's life</li> <li>▪ Ask, and respond sensitively to, questions about the difference their homes make to them</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe ways in which being part of a Christian family might affect a person's life</li> <li>▪ Make links between their home experiences and their values, attitudes and behaviours</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of ways in which being part of a Christian family might affect a person's life</li> <li>▪ Raise, and suggest answers to, questions about the impact of family life on their own and other people's values, attitudes and behaviours</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain what difference being part of a Christian family might make to a person's life</li> <li>▪ Ask, and suggest answers to, questions about the impact of family life on their own and other people's values, attitudes and behaviours</li> </ul> <p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Retell accounts of Christian charity work</li> <li>▪ Recognise how their values relate to the charity work they have learned about</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Make links between Christian beliefs and the work of Christian charities</li> <li>▪ Make links between their own values and commitments and those of Christian charities</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of why Christians often get involved in charity work related to global issues</li> <li>▪ Raise, and suggest answers to, questions about the impact of people's values on their responses to global issues</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain how Christian beliefs influence responses to global issues</li> <li>▪ Ask, and suggest answers to, questions about how their own and other people's values influence their responses to global issues</li> </ul>

KEY STAGE 2 CHRISTIANITY: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p><b>Why, where and how do people worship?</b></p> <ul style="list-style-type: none"> <li>▪ Why do Christians believe it is important to worship and worship together?</li> <li>▪ How are churches used for worship?</li> <li>▪ Why and where do Christians go on pilgrimage?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The importance of worship for Christians. If possible speak with Christians about why it is important for them to worship with others.</li> <li>▪ Explore different styles of Christian worship especially those represented in your area to include different styles of celebrating the eucharist</li> <li>▪ Christian pilgrimage eg to Israel including Bethlehem and Jerusalem, Lourdes, Rome, Taize, Canterbury, Iona, Walsingham</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Identify ways in which Christians worship; why and where Christians go on pilgrimage</li> <li>▪ Ask, and respond sensitively to, questions about ways in which people express and share things that are very important to them; how people remember/commemorate important events</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe ways in which Christians worship</li> <li>▪ Make links between Christian beliefs and why/where Christians go on pilgrimage</li> <li>▪ Ask important questions about ways in which people express and share things that are very important to them; how people remember/commemorate important events</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of ways in which Christians worship; links between Christian beliefs and pilgrimage</li> <li>▪ Raise, and suggest answers to, questions about ways in which people express and share things that are very important to them; how people remember/commemorate important events</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain a variety of ways in which Christians worship; links between Christian beliefs and pilgrimage</li> <li>▪ Ask, and suggest answers to, questions about ways in which people express and share things that are very important to them; how people remember/commemorate important events</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>Why are some occasions sacred to believers?</p> <ul style="list-style-type: none"> <li>▪ How and why do Christians celebrate new life?</li> <li>▪ How and why do Christians celebrate personal commitment to faith?</li> <li>▪ How and why do Christians celebrate marriage?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Infant baptism and dedication ceremonies</li> <li>▪ Confirmation</li> <li>▪ Believers' baptism</li> <li>▪ Marriage</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Identify how Christians celebrate new life, commitment to faith and marriage</li> <li>▪ Recognise ways in which important times in their own and others' lives have been marked</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe how Christians celebrate new life, commitment to faith and marriage, making links with Christian beliefs</li> <li>▪ Identify ways in which important times in their own and others' lives have been marked</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of different ways in which Christians celebrate new life, commitment to faith and marriage, making links with Christian beliefs; similarities and differences with these special occasions in other religions</li> <li>▪ Describe ways in which important times in their own and others' lives have been marked and their significance</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain the diversity of ways in in which Christians celebrate new life, commitment to faith and marriage, making links with Christian beliefs; similarities and differences with these special occasions in other religions</li> <li>▪ Explain ways in which important times in their own and others' lives have been marked and their significance</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</p> <ul style="list-style-type: none"> <li>▪ How and why do Christians mark a person's death?</li> <li>▪ What do Christians believe about life after death and why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Christian funerals and how they illustrate beliefs about life after death</li> <li>▪ Christian beliefs about life after death</li> <li>▪ Concept of heaven</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Identify ways in which Christians mark death; what Christians believe about life after death; (how these beliefs influence the way life is lived)</li> <li>▪ Recognise that questions about life after death are difficult to answer</li> <li>▪ Ask, and respond sensitively to, questions about their own and others' beliefs about life after death and how death should be marked</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe ways in which Christians mark death; what Christians believe about life after death;( how these beliefs influence the way life is lived)</li> <li>▪ Make links between their own beliefs about life after death (and their approach to living)</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of ways in which Christians mark death; how Christian beliefs about life after death are linked with the crucifixion and the resurrection of Jesus; similarities/differences between Christian beliefs about life after death and those of other religions; (how these beliefs influence the way life is lived)</li> <li>▪ Raise, and suggest answers to, questions about how their own beliefs about life after death might influence they way they live</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain ways in which Christians mark death; how Christian beliefs about life after death are linked with the crucifixion and the resurrection of Jesus; (how these beliefs influence the way life is lived)</li> <li>▪ Ask, and suggest answers to, questions about how their own beliefs about life after death might influence they way they live</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>How and why are religious and spiritual ideas expressed and in the ways they are?</p> <ul style="list-style-type: none"> <li>▪ How do Christians express their beliefs through the annual cycle of festivals?</li> <li>▪ How do Christians express their beliefs through symbols?</li> <li>▪ How do Christians express their beliefs through the arts?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ways in which Christian festivals remind people about central beliefs of their faith eg Advent, Christmas, Epiphany, Lent, Good Friday, Easter, Ascension, Pentecost, Harvest</li> <li>▪ Significance and meaning of symbols used to express Christian beliefs eg Cross, crucifix, light, fish, dove, water, bread and wine, colours, dress, symbolic features of churches</li> <li>▪ 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</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to</b></p> <ul style="list-style-type: none"> <li>▪ Identify how Christian beliefs are expressed through festivals, symbols and the arts</li> <li>▪ Ask, and respond sensitively to, questions about the importance for them of celebration and artistic expression</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe how Christian beliefs are expressed through festivals, symbols and the arts</li> <li>▪ Ask important questions about the importance for them of celebration and artistic expression</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Make links between Christian festivals, symbols and Christian art and the beliefs which underpin them, suggesting meanings for the examples studied</li> <li>▪ Raise, and suggest answers to, questions about the importance for them of celebration and artistic expression</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain how Christian beliefs are expressed in festivals, symbols and the arts</li> <li>▪ Ask, and suggest answers to, questions about the importance for them of celebration and artistic expression</li> </ul>

CORE KEY STAGE 2 HINDUISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Hinduism</p> <p>How do people's beliefs about God, the world and others impact on their lives?</p> <ul style="list-style-type: none"> <li>▪ What do Hindus believe about God?</li> <li>▪ How do different deities help to reveal the nature of God?</li> </ul> <p>How do sacred texts and other sources help people to understand God, the world and human life?</p> <ul style="list-style-type: none"> <li>▪ What are the sacred writings of Hinduism?</li> <li>▪ What do they teach about the self, God and the world?</li> <li>▪ How are they used in ceremonies and to guide Hindu living?</li> </ul>	<ul style="list-style-type: none"> <li>▪ God is revealed, and can be worshipped, in a variety of forms, both male and female. God understood by some to be in everything</li> <li>▪ 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</li> <li>▪ Find out about some Hindu scriptures eg Bhagavad Gita, Ramayana, Puranas (Stories) and Vedas</li> <li>▪ 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)</li> <li>▪ Read and interpret extracts from Hindu scriptures</li> </ul>	<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"> <li>▪ Retell Hindu narratives that teach about the self, God and the world</li> <li>▪ 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</li> <li>▪ Recognise that questions about the self, God and the world are difficult to answer</li> <li>▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life</li> </ul> <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"> <li>▪ Make links between Hindu narratives and beliefs about the self, God, and the world</li> <li>▪ 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)</li> <li>▪ Ask important questions about their own and other people's beliefs about the self, God, and the world</li> <li>▪ Identify what/ who influences their beliefs</li> </ul> <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"> <li>▪ Describe and show understanding of Hindu beliefs about the self, 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)</li> <li>▪ Suggest why deities are depicted as they are</li> <li>▪ Raise, and suggest answers to, questions about what/who inspires them; their own and other people's beliefs about the self, God, and the world</li> </ul> <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"> <li>▪ <b>Show understanding</b> of how Hindu beliefs about the self, God, and the world are similar to and distinct from the beliefs of other religions; what deities reveal about the nature of God</li> <li>▪ <b>Explain</b> 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, God, and the world</li> <li>▪ <b>Ask, and suggest answers to, questions about</b> their own and other people's beliefs about the self, God, and the world, explaining what influences their beliefs</li> </ul>

KEY STAGE 2 HINDUISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Hinduism</p> <p><b>Why and how are people influenced and inspired by others?</b></p> <ul style="list-style-type: none"> <li>Why and how are Hindus influenced in the way they live by the example of others?</li> </ul> <p><b>What influences the ways people behave and what is expected of a person in following a religion or belief?</b></p> <ul style="list-style-type: none"> <li>How do Hindus express their beliefs through the ways they live their lives?</li> <li>What is expected of Hindus who have committed themselves to their religion?</li> </ul> <p><b>How do religious families and communities practise their faith, and what contributions do they make to local life?</b></p> <ul style="list-style-type: none"> <li>How is Hinduism practised and passed on in families and communities?</li> <li>How do Hindu beliefs about life after death influence the way life is lived?</li> <li>What difference do Hindus make to their local communities?</li> </ul> <p><b>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</b></p> <ul style="list-style-type: none"> <li>How do Hindus respond to global issues of human and animal rights, fairness, social justice and the importance of the environment?</li> </ul>	<ul style="list-style-type: none"> <li>Explore lessons learned from the examples of Hindu people, teachers, leaders eg Akhandadhi Das, Gandhi, Sai Baba, Swaminarayan, Swami Vivekanand</li> <li>Consider the impact of the concepts of dharma (eg eternal law – Sanatana Dharma – and codes for different stages of life – ashamas – and status defined by birth – varna) and karma on the lives of individual Hindus</li> <li>Find out about codes of conduct accepted by many Hindus including the idea of living without violence (ahimsa)</li> <li>Find out about how children learn about worship, food and fasting practices at home.</li> <li>Find out about your most local Hindu communities</li> <li>Examples of Hindu contributions to society locally and farther afield, past and present and their influence on others eg Sewa, the work of Gandhi</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>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 learn from the example of influential Hindus</li> <li>Begin to show awareness of similarities between following Hinduism and following some other religions</li> <li>Recognise similarities/differences between their own values and Hindu values they have learned about</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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 learn from the example of influential Hindus</li> <li>Recognise similarities/differences between following Hinduism and following some other religions</li> <li>Identify what/who influences how they live within their families, local communities and the wider world</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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 learn from the example of influential Hindus</li> <li>Describe similarities/differences between following Hinduism and following some other religions</li> <li>Describe what/who influences how they live within their families, local communities and the wider world</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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 learn from the example of influential Hindus</li> <li>Show they understand ways in which following Hinduism is similar to and distinct from following some other religions</li> <li>Explain what/who influences how they live within their families, local communities and the wider world</li> </ul>

KEY STAGE 2 HINDUISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Hinduism</p> <p><b>Why, where and how do people worship?</b></p> <ul style="list-style-type: none"> <li>How do Hindus worship at home and in the mandir?</li> <li>How do home shrines and features of mandirs illustrate key Hindu beliefs?</li> <li>Why is pilgrimage important to Hindus and what might it involve?</li> </ul> <p><b>Why are some occasions sacred to believers?</b></p> <ul style="list-style-type: none"> <li>Why and how do Hindus celebrate, or otherwise mark, important times in the year and life?</li> </ul> <p><b>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</b></p> <ul style="list-style-type: none"> <li>What do Hindus believe about the purpose of life and life after death and how are these beliefs reflected in the ways in which they mark death?</li> </ul> <p><b>How and why are religious and spiritual ideas expressed and in the ways they are?</b></p> <ul style="list-style-type: none"> <li>How are Hindu beliefs expressed through food, clothes, symbols and the arts?</li> </ul>	<ul style="list-style-type: none"> <li>Learn about Hindu meditation and puja eg arti (welcoming ceremony), prashad (sacred food), use of lights, incense, bells etc</li> <li>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</li> <li>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</li> <li>Find out about Hindu festivals eg Holi, Dassehra, Diwali, Ramnavami, Janmashtami, Kumbha Mela</li> <li>Find out about samskars or Hindu rites of passage ceremonies eg birth, sacred thread, marriage and funerals</li> <li>Explore Hindu beliefs about the purpose of life including dharma, karma and moksha and their impact of life</li> <li>Find out about different paths within Hinduism eg bhakti yoga (path of devotion to God), Karma yoga (path of selfless action), Jnana yoga (renouncing the world to search for knowledge and wisdom), astanga yoga (the path of yoga and meditation)</li> <li>Explore how Hindu beliefs about samsara, moksha (nirvana) make a difference to the lives of Hindus</li> </ul> <p>Explore ways in which Hindus express their beliefs through symbols and art eg images of deities, gestures in worship</p>	<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"> <li>Identify 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</li> <li>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</li> </ul> <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"> <li>Describe 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</li> <li>Make links between Hindu festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them</li> <li>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</li> </ul> <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"> <li><b>Describe and show understanding of</b> 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</li> <li><b>Show understanding of</b> the links between Hindu festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them</li> <li><b>Raise, and suggest answers to, questions about</b> their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art</li> </ul> <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"> <li>Explain 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</li> <li>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</li> </ul> <p>Ask, and suggest answers to, questions about <b>their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art</b></p>

KEY STAGE 2 ISLAM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Islam</p> <p>How do people's beliefs about God, the world and others impact on their lives?</p> <ul style="list-style-type: none"> <li>▪ What do Muslims believe about God (Allah)?</li> <li>▪ How do different names for Allah help Muslims to understand Allah?</li> <li>▪ What does the Qur'an teach about Allah, the world and human life?</li> </ul> <p>How do sacred texts and other sources help people to understand God, the world and human life?</p> <ul style="list-style-type: none"> <li>▪ How are the Sunnah and the Hadith of The Prophet Muhammad (pbuh) used to guide a Muslim's everyday life?</li> <li>▪ Why is the Qur'an the core of everything a Muslim believes? How do Muslims show this?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn about the Shahadah as the cornerstone of Muslim belief and the concept of tawhid (unity)</li> <li>▪ Explore some of the 99 names of God</li> <li>▪ Explore the concept of khalifah (trusteeship)</li> <li>▪ Encounter and discuss texts from the Qur'an about Allah, the world and human life</li> <li>▪ Find out about Muslim use of the Sunnah and the Hadith</li> <li>▪ Find out about the origins and significance of the Qur'an, how it is used and revered.</li> </ul>	<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"> <li>▪ Identify Muslim beliefs about God (Allah), the world and human life; how different names for Allah help Muslims understand Allah; how the Qur'an, Sunnah and Hadith are used; ways in which Muslims show how important the Qur'an is</li> <li>▪ Recognise that questions about God (Allah), the world and human life are difficult to answer</li> <li>▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life; where their ideas about these things come from</li> </ul> <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"> <li>▪ Make links between Muslim texts and beliefs about God (Allah), the world and human life</li> <li>▪ Describe Muslim beliefs about God (Allah); how the Qur'an, Sunnah and Hadith are used by Muslims</li> <li>▪ Identify what/who influences their beliefs about God, the world and human life; how and to what/who they show respect/reverence</li> </ul> <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"> <li>▪ Describe and show understanding of Muslim beliefs about God (Allah), the world and human life; some similarities/differences between these and the beliefs of other religions; how the Qur'an, Sunnah and Hadith are used by Muslims</li> <li>▪ 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</li> </ul> <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"> <li>▪ 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</li> <li>▪ Explain how Muslims use the Qur'an, Sunnah and Hadith; what they teach about God (Allah), the world and human life</li> <li>▪ Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life, explaining what influences their beliefs</li> </ul>

KEY STAGE 2 ISLAM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Islam</p> <p><b>Why and how are people influenced and inspired by others?</b></p> <ul style="list-style-type: none"> <li>Who was Muhammad (pbuh) and why is he so important to Muslims?</li> <li>What, why and how do Muslims learn from the life of the Prophet Muhammad (pbuh)?</li> <li>What, why and how do Muslims learn from the lives of other prophets and inspiring leaders?</li> </ul> <p><b>What influences the ways people behave and what is expected of a person in following a religion or belief?</b></p> <ul style="list-style-type: none"> <li>How do Muslims express their beliefs through the ways they live their lives?</li> <li>What is expected of a Muslim who has committed him/herself to their religion?</li> </ul> <p><b>How do religious families and communities practise their faith, and what contributions do they make to local life?</b></p> <ul style="list-style-type: none"> <li>How is Islam practised and passed on in families and communities?</li> <li>How do Muslim beliefs about life after death influence the way life is lived?</li> <li>What difference do Muslims make to their local communities?</li> </ul> <p><b>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</b></p> <ul style="list-style-type: none"> <li>How do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment?</li> </ul>	<ul style="list-style-type: none"> <li>Learn about key events in the life of the Prophet Muhammad (pbuh) and Muslim belief that he was God's final prophet</li> <li>Hear stories from the life of Muhammad (pbuh) from which Muslims learn how best to live their lives</li> <li>Hear stories about other prophets eg Ibrahim, Isa and consider what Muslims learn from these examples</li> <li>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</li> <li>Find out about your most local Muslim communities</li> <li>Examples of Muslim contributions to society locally and further afield, past and present and their influence on others eg 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.</li> </ul>	<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"> <li>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 (pbuh) and other prophets and teachers</li> <li>Begin to show awareness of similarities between following Islam and following some other religions</li> <li>Recognise similarities/differences between their own values and Muslim values they have learned about</li> </ul> <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"> <li>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 (pbuh) and other prophets and teachers</li> <li>Recognise similarities/differences between following Islam and following some other religions</li> <li>Identify what/who influences how they live within their families, local communities and the wider world</li> </ul> <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"> <li>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 (pbuh) and other prophets and teachers</li> <li>Describe similarities/differences between following Islam and following some other religions</li> <li>Describe what/who influences how they live within their families, local communities and the wider world</li> </ul> <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"> <li>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</li> <li>Show they understand ways in which following Islam is similar to and distinct from following some other religions</li> <li>Explain what/who influences how they live within their families, local communities and the wider world</li> </ul>

KEY STAGE 2 ISLAM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Islam</p> <p>Why, where and how do people worship?</p> <ul style="list-style-type: none"> <li>▪ How do Muslims worship in mosques and elsewhere?</li> <li>▪ How do features of mosques illustrate key Muslim beliefs?</li> <li>▪ Why and how do Muslims perform pilgrimage?</li> <li>▪ What makes places of Muslim pilgrimage (Makkah, Medina, Iraq/Iran, Husan/Hussain, the sacred sites of Najaf and Kerbala) sacred?</li> </ul> <p>Why are some occasions sacred to believers?</p> <ul style="list-style-type: none"> <li>▪ Why and how do Muslims celebrate, or otherwise mark, important times in the year and life?</li> </ul> <p>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</p> <ul style="list-style-type: none"> <li>▪ What do Muslims believe about life after death and how are these beliefs reflected in the ways in which they mark death?</li> </ul> <p>How and why are religious and spiritual ideas expressed and in the ways they are?</p> <ul style="list-style-type: none"> <li>▪ How and why is calligraphy used to express and celebrate Muslim beliefs?</li> <li>▪ How are Muslim beliefs expressed through food and clothes?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn about worship and preparation for worship eg wudu, salah</li> <li>▪ Learn about the key features of mosques and their significance</li> <li>▪ Learn about Hajj and other forms of pilgrimage in Islam</li> <li>▪ Ramadan, Eid-ul-Fitr, Eid-ul-Adha etc</li> <li>▪ Birth and marriage ceremonies. Funerals</li> <li>▪ Explore Islamic beliefs about life after death</li> <li>▪ Explore use of calligraphy as an art form in Islam</li> </ul>	<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"> <li>▪ Identify features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy</li> <li>▪ 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</li> </ul> <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"> <li>▪ Describe features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy</li> <li>▪ Make links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them</li> <li>▪ Ask important questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art</li> </ul> <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"> <li>▪ Describe and show understanding 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</li> <li>▪ Show understanding of the links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them</li> <li>▪ 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</li> </ul> <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"> <li>▪ Explain features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy</li> <li>▪ Show they understand the links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them</li> <li>▪ 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</li> </ul>

## Buddhism in Key Stage 2

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

### BELONGING

Why, where and how do people worship?

- How do Buddhist shrines illustrate key Buddhist beliefs?
- How and why are Buddhist shrines used?
- Why might Buddhists go on pilgrimage? Where would they go and what might they do there and why?

Why are some occasions sacred to believers?

- Why and how do Buddhists celebrate, or otherwise mark, important times in the year and life?

What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?

- What do Buddhists believe about death and the purpose of life? How are these beliefs reflected in the ways in which they mark death?
- How and why are religious and spiritual ideas expressed and in what ways?
- How are Buddhist beliefs expressed through symbols and the arts?

How and why are religious and spiritual ideas expressed and in the ways they are?

- How are Buddhist beliefs expressed through food, clothes, symbols and the arts?

### BELIEVING

How do people's beliefs about God, the world and others impact on their lives?

- What do Buddhists believe about Gotama Buddha?
- What did Gotama Buddha teach was the truth about life?
- Why did Gotama Buddha say little about God?
- What do Buddhists teach about the world and human life?

How do sacred texts and other sources help people to understand God, the world and human life?

- What are the sacred writings of Buddhism and how do Buddhists use them?

### BEHAVING

Why and how are people influenced and inspired by others?

- Why and how are Buddhists inspired and influenced by Gotama Buddha?
- Why and how are Buddhists inspired and influenced by Buddhist teachers?

What influences the ways people behave and what is expected of a person in following a religion or belief?

- How do Buddhists express their beliefs through the ways they live their lives?
- What is expected of a Buddhist who has committed him/herself to Buddhism?

How do religious families and communities practise their faith, and what contributions do they make to local life?

- How is Buddhism practised and passed on in families and communities?
- In what ways do Buddhists make a difference to their local communities?

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

- 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>How do people's beliefs about God, the world and others impact on their lives?</p> <ul style="list-style-type: none"> <li>▪ What do Buddhists believe about Gotama Buddha?</li> <li>▪ What did Gotama Buddha teach was the truth about life?</li> <li>▪ Why did Gotama Buddha say little about God?</li> <li>▪ What do Buddhists teach about the world and human life?</li> </ul> <p>How do sacred texts and other sources help people to understand God, the world and human life?</p> <ul style="list-style-type: none"> <li>▪ What are the sacred writings of Buddhism and how do Buddhists use them?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Siddattha Gotama became an enlightened being, a Buddha, and a great teacher</li> <li>▪ 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</li> <li>▪ The Buddha said it was not possible to know whether God existed or not so effort should be spent on more important things</li> <li>▪ Find out about Buddhist writings eg the Tipitaka, Jataka tales and explore some extracts that speak about human life and the world.</li> </ul>	<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"> <li>▪ Retell narratives about Gotama Buddha</li> <li>▪ Recognise what Gotama Buddha taught about life; Buddhist sacred writings and how they are used</li> <li>▪ Recognise how questions about life made Gotama Buddha wonder and were difficult to answer</li> <li>▪ Ask, and respond sensitively to, questions about their own ideas about the world and human life; where their ideas about these things come from</li> </ul> <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"> <li>▪ Make links between narratives about Gotama Buddha and Buddhist beliefs</li> <li>▪ Describe how Buddhist sacred writings are used</li> <li>▪ Identify what/who influences their beliefs about, the world and human life; how and to what/who they show respect/reverence</li> <li>▪ Ask important questions about Gotama Buddha's, and their own, response to beliefs in God</li> </ul> <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"> <li>▪ Describe and show understanding of Buddhist beliefs about Gotama Buddha, God, the world and human life; some similarities/differences between these and the beliefs of other religions; how Buddhist sacred writings are used</li> <li>▪ 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</li> </ul> <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"> <li>▪ Show understanding of how Buddhist beliefs about Gotama Buddha, God, the world and human life are similar to and distinct from the beliefs of other religions</li> <li>▪ Explain how Buddhists use their sacred writings; what they teach about God, the world and human life</li> <li>▪ Ask, and suggest answers to, questions about their own and other people's beliefs about Gotama Buddha, God, the world and human life, explaining what influences their beliefs</li> </ul>

OPTIONAL KEY STAGE 2 BUDDHISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Buddhism</p> <p>Why and how are people influenced and inspired by others?</p> <ul style="list-style-type: none"> <li>▪ Why and how are Buddhists inspired and influenced by Gotama Buddha?</li> <li>▪ Why and how are Buddhists inspired and influenced by Buddhist teachers?</li> </ul> <p>What influences the ways people behave and what is expected of a person in following a religion or belief?</p> <ul style="list-style-type: none"> <li>▪ How do Buddhists express their beliefs through the ways they live their lives?</li> <li>▪ What is expected of a Buddhist who has committed him/herself to Buddhism?</li> </ul> <p>How do religious families and communities practise their faith, and what contributions do they make to local life?</p> <ul style="list-style-type: none"> <li>▪ How is Buddhism practised and passed on in families and communities?</li> <li>▪ In what ways do Buddhists make a difference to their local communities?</li> </ul> <p>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <ul style="list-style-type: none"> <li>▪ How do Buddhists respond to global issues of human rights, fairness, social justice and the importance of the environment?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore the life of Gotama Buddha and what Buddhists learn from his example and teachings</li> <li>▪ Explore the role of monks as inspirational Buddhist teachers</li> <li>▪ Find out about influential Buddhists and their significance for Buddhists eg the Dalai Lama</li> <li>▪ Consider the impact of following the Eightfold Path, the Five Precepts, giving alms and developing the quality of compassion</li> <li>▪ Find out about how some Buddhist boys spend time in monasteries learning about Buddhism</li> <li>▪ Explore the interdependence of the monastic and lay Buddhist communities</li> <li>▪ 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</li> </ul>	<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"> <li>▪ Identify ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists learn from Gotama Buddha and other Buddhist teachers</li> <li>▪ Begin to show awareness of similarities between following Buddhism and following some other religions</li> <li>▪ Recognise similarities/differences between their own values and Buddhist values they have learned about</li> </ul> <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"> <li>▪ Describe ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists learn from the example of influential Buddhists</li> <li>▪ Recognise similarities/differences between following Buddhism and following some other religions</li> <li>▪ Identify what/who influences how they live within their families, local communities and the wider world</li> </ul> <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"> <li>▪ 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 learn from the example of influential Buddhists</li> <li>▪ Describe similarities/differences between following Buddhism and following some other religions</li> <li>▪ Describe what/who influences how they live within their families, local communities and the wider world</li> </ul> <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"> <li>▪ Explain ways in which being a Buddhist affects how people live within their families, local communities and the wider world, why and how Buddhists learn from the example of influential Buddhists</li> <li>▪ Show they understand ways in which following Buddhism is similar to and distinct from following some other religions</li> <li>▪ Explain what/who influences how they live within their families, local communities and the wider world</li> </ul>

OPTIONAL KEY STAGE 2 BUDDHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Buddhism</p> <p>Why, where and how do people worship?</p> <ul style="list-style-type: none"> <li>▪ How do Buddhist shrines illustrate key Buddhist beliefs?</li> <li>▪ How and why are Buddhist shrines used?</li> <li>▪ Why might Buddhists go on pilgrimage? Where would they go and what might they do there and why?</li> </ul> <p>Why are some occasions sacred to believers?</p> <ul style="list-style-type: none"> <li>▪ Why and how do Buddhists celebrate, or otherwise mark, important times in the year and life?</li> </ul> <p>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</p> <ul style="list-style-type: none"> <li>▪ What do Buddhists believe about death and the purpose of life? How are these beliefs reflected in the ways in which they mark death?</li> <li>▪ How and why are religious and spiritual ideas expressed and in what ways?</li> <li>▪ How are Buddhist beliefs expressed through symbols and the arts?</li> </ul> <p>How and why are religious and spiritual ideas expressed and in the ways they are?</p> <ul style="list-style-type: none"> <li>▪ How are Buddhist beliefs expressed through food, clothes, symbols and the arts?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn about the extent to which Buddhists can be understood to worship</li> <li>▪ Find out about Buddhist shrines and how they are used.</li> <li>▪ Find out about Buddhist places of pilgrimage, why these places are regarded as sacred and what pilgrims might do there eg Lumbini (Gotama Buddha's birth place), Bodh Gaya (place of his enlightenment) Sarnath (site of his first sermon), Kusinara (place of his death)</li> <li>▪ Find out about Buddhist festivals and how and why they are celebrated eg Wesak, Kathina etc</li> <li>▪ Find out about ways in which Buddhists mark some key times in life</li> <li>▪ Explore Buddhist understandings of life and death eg as illustrated in the story of Kisogotami and in a belief in rebirth</li> <li>▪ Explore ways in which Buddhists express their beliefs through symbols and art eg Buddha rupas, stupas, art etc</li> </ul>	<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"> <li>▪ Identify features of Buddhist 'worship'; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art</li> <li>▪ 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</li> </ul> <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"> <li>▪ Describe features of Buddhist 'worship'; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art</li> <li>▪ Make links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them</li> <li>▪ Ask important questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art</li> </ul> <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"> <li>▪ Describe and show understanding 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</li> <li>▪ Show understanding of the links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them</li> <li>▪ 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</li> </ul> <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"> <li>▪ Explain features of Buddhist worship; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art</li> <li>▪ Show they understand the links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them</li> <li>▪ 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</li> </ul>

## Judaism in Key Stage 2

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

### BELONGING

Why, where and how do people worship?

- When and how do Jews worship at home?
- When and how are synagogues used?
- Why is Israel a special place for Jews and how do they show this?

Why are some occasions sacred to believers?

- Why and how do Jews celebrate, or otherwise mark, important times in the year and life?
- What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?
- How are Jewish beliefs reflected in funerals?

How and why are religious and spiritual ideas expressed and in the ways they are?

- How are Jewish beliefs expressed through food, clothes and symbols?

### BELIEVING

How do people's beliefs about God, the world and others impact on their lives?

- What do Jews learn about God, the world and human life from their texts?

How do sacred texts and other sources help people to understand God, the world and human life?

- What are the sacred writings of Judaism?
- How are these sacred writings cared for and used?
- What do you think might be the advantages of having strong codes of conduct by which to live?

### BEHAVING

Why and how are people influenced and inspired by others?

- Why and how do Jews learn from the example of others?

What influences the ways people behave and what is expected of a person in following a religion or belief?

- How do Jews learn about how they should behave and the reasons underpinning these beliefs?
- How do Jews express their beliefs through the ways they live their lives?

How and why do families and communities, including religious ones, live out what is important to them, their traditions and beliefs?

- How do beliefs about God and the ways in which God wants people to live make a difference to the way Jews live in their families and communities?

How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?

- How 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 <i>believing</i> in Judaism</p> <p>How do people's beliefs about God, the world and others impact on their lives?</p> <ul style="list-style-type: none"> <li>What do Jews learn about God, the world and human life from their texts?</li> </ul> <p>How do sacred texts and other sources help people to understand God, the world and human life?</p> <ul style="list-style-type: none"> <li>What are the sacred writings of Judaism?</li> <li>How are these sacred writings cared for and used?</li> <li>What do you think might be the advantages of having strong codes of conduct by which to live?</li> </ul>	<ul style="list-style-type: none"> <li>Oneness of God illustrated in the Shema</li> <li>God as Creator with human beings made in God's image.eg Genesis ch 1-, creation celebrated in Shabbat and Rosh Hashanah</li> <li>God provides rules/codes by which people should live eg the Ten Commandments, Noahide laws, Leviticus 19, 613 mitzvot (commandments)</li> <li>God cares for people as illustrated in stories eg Abraham, Isaac, Jacob, Moses</li> <li>Importance of the Tenakh (Torah, Nevi'im and Ketuvim)</li> <li>Explore how the Torah is cared for and used in the synagogue eg regular reading, Bar Mitzvah, Simchat Torah</li> </ul>	<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"> <li>Retell narratives about God's care for people</li> <li>Identify Jewish beliefs about God, the world and human life; how the sacred writings of Judaism are used and cared for</li> <li>Recognise that questions about God, the world and human life are difficult to answer</li> <li>Ask, and respond sensitively to, questions about their own ideas about God, the world and human life; the value of codes of conduct; where their ideas about these things come from</li> </ul> <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"> <li>Make links between Jewish narratives/texts and beliefs about God, the world and human life</li> <li>Describe Jewish beliefs about God; how the sacred writings of Judaism are used</li> <li>Identify what/who influences their beliefs about God, the world and human life; the value/challenges of codes of conduct; how and to what/who they show respect/reverence</li> </ul> <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"> <li>Describe and show understanding of Jewish beliefs about God, the world and human life; some similarities/differences between these and the beliefs of other religions; how Jewish sacred writings are used by Jews</li> <li>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; the value/challenges of codes of conduct</li> </ul> <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"> <li>Show understanding of how Jewish beliefs about God, the world and human life are similar to and distinct from the beliefs of other religions</li> <li>Explain how Jewish use their sacred writings; what they teach about God, the world and human life</li> <li>Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life, explaining what influences their beliefs; the value/challenges of codes of conduct</li> </ul>

OPTIONAL KEY STAGE 2 JUDAISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>behaving</i> in Judaism</p> <p><b>Why and how are people influenced and inspired by others?</b></p> <ul style="list-style-type: none"> <li>Why and how do Jews learn from the example of others?</li> </ul> <p><b>What influences the ways people behave and what is expected of a person in following a religion or belief?</b></p> <ul style="list-style-type: none"> <li>How do Jews learn about how they should behave and the reasons underpinning these beliefs?</li> <li>How do Jews express their beliefs through the ways they live their lives?</li> </ul> <p><b>How and why do families and communities, including religious ones, live out what is important to them, their traditions and beliefs?</b></p> <ul style="list-style-type: none"> <li>How do beliefs about God and the ways in which God wants people to live make a difference to the way Jews live in their families and communities?</li> </ul> <p><b>How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?</b></p> <ul style="list-style-type: none"> <li>How do Jews respond to global issues of human rights, fairness, social justice and the importance of the environment?</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The Shema used in the mezuzah and tefillin</li> <li>The Talmud as a guide to conduct</li> <li>Kosher food laws</li> <li>Keeping Shabbat</li> <li>Synagogues incorporating shops selling Jewish artefacts</li> <li>The saying of blessings</li> <li>Responsibility to live by God's laws and planned giving</li> <li>Jewish declaration about the environment, Assisi in 1986</li> <li>Laws of Kashrut</li> </ul>	<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"> <li>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</li> <li>Begin to show awareness of similarities between following Judaism and following some other religions</li> <li>Recognise similarities/differences between their own values and Jewish values they have learned about</li> </ul> <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"> <li>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</li> <li>Recognise similarities/differences between following Judaism and following some other religions</li> <li>Identify what/who influences how they live within their families, local communities and the wider world</li> </ul> <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"> <li>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</li> <li>Describe similarities/differences between following Judaism and following some other religions</li> <li>Describe what/who influences how they live within their families, local communities and the wider world</li> </ul> <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"> <li>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</li> <li>Show they understand ways in which following Judaism is similar to and distinct from following some other religions</li> <li>Explain what/who influences how they live within their families, local communities and the wider world</li> </ul>

OPTIONAL KEY STAGE 2 JUDAISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>belonging</i> in Judaism</p> <p><b>Why, where and how do people worship?</b></p> <ul style="list-style-type: none"> <li>When and how do Jews worship at home?</li> <li>When and how are synagogues used?</li> <li>Why is Israel a special place for Jews and how do they show this?</li> </ul> <p><b>Why are some occasions sacred to believers?</b></p> <ul style="list-style-type: none"> <li>Why and how do Jews celebrate, or otherwise mark, important times in the year and life?</li> <li>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</li> <li>How are Jewish beliefs reflected in funerals?</li> </ul> <p><b>How and why are religious and spiritual ideas expressed and in the ways they are?</b></p> <ul style="list-style-type: none"> <li>How are Jewish beliefs expressed through food, clothes and symbols?</li> </ul>	<ul style="list-style-type: none"> <li>Worship at home eg Shabbat, and festival observance</li> <li>Worship in the synagogue eg Shabbat and festival observance. Use of texts and prayer in worship.</li> <li>Importance of Israel as a place of pilgrimage eg Western Wall, Yad Vashem</li> <li>Exploration of key festivals eg Rosh Hashanah, Yom Kippur, Pesach, Sukkot, Simchat Torah, Shavuot, Hanukkah</li> <li>Exploration of rites of passage eg Brit Milah, baby naming ceremonies in Reform and Liberal Judaism, Bar/Bat Mizvah, marriage, funerals</li> <li>Consider how practices reflect beliefs</li> <li>Significance and meaning of Jewish symbolism eg items used in Shabbat and regular worship, festival celebrations</li> </ul>	<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"> <li><b>Identify</b> features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols</li> <li><b>Ask, and respond sensitively to, questions about</b> their own and Jewish experiences of worship, celebration, expression of ideas through symbols</li> </ul> <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"> <li><b>Describe</b> features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols</li> <li><b>Make links between</b> Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them</li> <li><b>Ask important questions about</b> their own and Jewish experiences of worship, celebration, expression of ideas through symbols</li> </ul> <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"> <li><b>Describe</b> and show understanding of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols</li> <li><b>Show understanding of</b> the links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them</li> <li><b>Raise, and suggest answers to, questions about</b> their own and Jewish experiences of worship, celebration, expression of ideas through symbols</li> </ul> <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"> <li><b>Explain</b> features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols</li> <li><b>Show they understand</b> the links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them</li> <li><b>Ask, and suggest answers to, questions about</b> their own and Jewish experiences of worship, celebration, expression of ideas through symbols</li> </ul>

## Sikhism in Key Stage 2

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

### BELONGING

#### Why, where and how do people worship?

- How do Sikhs worship in gurdwaras and elsewhere?
- How do features of gurdwaras illustrate key Sikh beliefs?
- Why is the Golden Temple or Harimandir (House of God) sacred for Sikhs and how do they show this?

#### Why are some occasions sacred to believers?

- Why and how do Sikhs celebrate, or otherwise mark, important times in the year and life?

#### What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?

- What do Sikhs believe about life after death and how are these beliefs reflected in funerals?
- How and why are religious and spiritual ideas expressed and in what ways?
- How do Sikh symbols illustrate key beliefs?

#### How and why are religious and spiritual ideas expressed and in the ways they are?

- How are Sikh beliefs expressed through food, clothes, symbols and the arts?

### BELIEVING

#### How do people's beliefs about God, the world and others impact on their lives?

- What do Sikh scriptures teach about God, the world and human life?
- How does belief that there is only one God make a difference to Sikhs?

#### How do sacred texts and other sources help people to understand God, the world and human life?

- How did the Guru Granth Sahib come into being and what is its significance for Sikhs?
- How is it used in worship and to guide Sikh living?
- How do Sikhs show how important the Guru Granth Sahib is?

### BEHAVING

#### Why and how are people influenced and inspired by others?

- Who were the ten Gurus of the Sikh religion and why are they so important to Sikhs?
- What, why and how do Sikhs learn from the lives of the Gurus?
- What, why and how do Sikhs learn from the lives of more recent inspiring Sikhs?

#### What influences the ways people behave and what is expected of a person in following a religion or belief?

- How do Sikhs express their beliefs through the ways they live their lives?
- What is expected of a Sikh who has committed him/herself to their religion?

#### How do religious families and communities practise their faith, and what contributions do they make to local life?

- How is Sikhism practised and passed on in families and communities?
- In what ways do Sikhs make a difference to their local communities?

#### How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

- How 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.

OPTIONAL KEY STAGE 2 SIKHISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>believing</i> in Sikhism</p> <p><b>How do people's beliefs about God, the world and others impact on their lives?</b></p> <ul style="list-style-type: none"> <li>What do Sikh scriptures teach about God, the world and human life?</li> <li>How does belief that there is only one God make a difference to Sikhs?</li> </ul> <p><b>How do sacred texts and other sources help people to understand God, the world and human life?</b></p> <ul style="list-style-type: none"> <li>How did the Guru Granth Sahib come into being and what is its significance for Sikhs?</li> <li>How is it used in worship and to guide Sikh living?</li> <li>How do Sikhs show how important the Guru Granth Sahib is?</li> </ul>	<ul style="list-style-type: none"> <li>Explore Sikh beliefs about God expressed in the Mool Mantar eg Creator, Sustainer etc</li> <li>Sikh belief that God is the God of all – equality of all people, responsibility for God's people</li> <li>Sikh belief in reincarnation</li> <li>Find out about how the Guru Granth Sahib is cared for, how it is revered and used in the Gurdwara</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Retell Sikh narratives that teach about God, the world and human life</li> <li>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</li> <li>Recognise that questions about God, the world and human life are difficult to answer</li> <li>Ask, and respond sensitively to, questions about their own ideas about God, the world and human life; where their ideas about these things come from</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Make links between Sikh narratives/texts and beliefs about God, the world and human life</li> <li>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</li> <li>Identify what/who influences their beliefs about God, the world and human life; how and to what/who they show respect/reverence</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Describe and show understanding of Sikh beliefs about God, the world and human life; 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</li> <li>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</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Show understanding of how Sikh beliefs about God, the world and human life are similar to and distinct from the beliefs of other religions</li> <li>Explain how Sikhs use the Guru Granth Sahib; what it teaches about God, the world and human life</li> <li>Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life, explaining what influences their beliefs</li> </ul>

OPTIONAL KEY STAGE 2 SIKHISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Sikhism</p> <p><b>Why and how are people influenced and inspired by others?</b></p> <ul style="list-style-type: none"> <li>Who were the ten Gurus of the Sikh religion and why are they so important to Sikhs?</li> <li>What, why and how do Sikhs learn from the lives of the Gurus?</li> <li>What, why and how do Sikhs learn from the lives of more recent inspiring Sikhs?</li> </ul> <p><b>What influences the ways people behave and what is expected of a person in following a religion or belief?</b></p> <ul style="list-style-type: none"> <li>How do Sikhs express their beliefs through the ways they live their lives?</li> <li>What is expected of a Sikh who has committed him/herself to their religion?</li> </ul> <p><b>How do religious families and communities practise their faith, and what contributions do they make to local life?</b></p> <ul style="list-style-type: none"> <li>How is Sikhism practised and passed on in families and communities?</li> <li>In what ways do Sikhs make a difference to their local communities?</li> </ul> <p><b>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</b></p> <ul style="list-style-type: none"> <li>How do Sikhs respond to global issues of human rights, fairness, social justice and the importance of the environment?</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the ten Gurus with particular emphasis on Guru Nanak and Guru Gobind Singh. Learn the meaning of the term, 'Guru'</li> <li>Explore stories from the lives of the Gurus and how they inspire and teach Sikhs to live as their religion requires</li> <li>Find out about more recent Sikhs who have inspired others eg Baljit Singh, Puran Singh, Baldav Singh</li> <li>Learn about Sikh values eg Nam Simran (meditation on the Sikh idea of God), Kirat karna (supporting oneself by honest means), Sewa (service), Vand chhakna (helping others) and how Sikhs live them out in their lives</li> <li>Explore the significance of the Amrit ceremony marking commitment to Sikhism</li> <li>Learn about Sikh symbols of identity eg the 5Ks, use of the names Kaur and Singh</li> <li>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.</li> </ul>	<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"> <li>Retell narratives about the Gurus which show their importance to Sikhs</li> <li>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</li> <li>Begin to show awareness of similarities between following Sikhism and following some other religions</li> <li>Recognise similarities/differences between their own values and Sikh values they have learned about; how they respond to global issues</li> </ul> <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"> <li>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</li> <li>Recognise similarities/differences between following Sikhism and following some other religions</li> <li>Identify what/who influences how they live within their families, local communities and the wider world</li> </ul> <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"> <li>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</li> <li>Describe similarities/differences between following Sikhism and following some other religions</li> <li>Describe what/who influences how they live within their families, local communities and the wider world</li> </ul> <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"> <li>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</li> <li>Show they understand ways in which following Sikhism is similar to and distinct from following some other religions</li> <li>Explain what/who influences how they live within their families, local communities and the wider world</li> </ul>

OPTIONAL KEY STAGE 2 SIKHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Sikhism</p> <p><b>Why, where and how do people worship?</b></p> <ul style="list-style-type: none"> <li>How do Sikhs worship in gurdwaras and elsewhere?</li> <li>How do features of gurdwaras illustrate key Sikh beliefs?</li> <li>Why is the Golden Temple or Harimandir (House of God) sacred for Sikhs and how do they show this?</li> </ul> <p><b>Why are some occasions sacred to believers?</b></p> <ul style="list-style-type: none"> <li>Why and how do Sikhs celebrate, or otherwise mark, important times in the year and life?</li> </ul> <p><b>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</b></p> <ul style="list-style-type: none"> <li>What do Sikhs believe about life after death and how are these beliefs reflected in funerals?</li> <li>How and why are religious and spiritual ideas expressed and in what ways?</li> <li>How do Sikh symbols illustrate key beliefs?</li> </ul> <p><b>How and why are religious and spiritual ideas expressed and in the ways they are?</b></p> <ul style="list-style-type: none"> <li>How are Sikh beliefs expressed through food, clothes, symbols and the arts?</li> </ul>	<ul style="list-style-type: none"> <li>Explore how Sikhs worship in gurdwaras eg kirtan (hymns), ardas (prayer), shoes removed, heads covered, offerings made, Karah Parshad, Arkand Path etc</li> <li>Find out about the significance of features of gurdwaras and symbols and their significance/meaning eg takht, chauri, no seats, langar, pictures of Gurus, the Nishan Sahib, Ik Onkar, Khanda etc</li> <li>Festival celebrations eg Baisakhi, Divali, Guru Nanak's Birthday – what and how they are celebrated</li> <li>Birth, Amrit, Marriage ceremonies and funerals</li> <li>Explore Sikh beliefs in Samsara (the cycle of birth, life and rebirth) and, with God's help, the achievement of union with God</li> <li>Find out about the Golden Temple, what happens there and why Sikhs might choose to visit it eg on pilgrimage</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>Identify 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</li> <li>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</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Describe 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</li> <li>Make links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them</li> <li>Ask important questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Describe and show understanding 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</li> <li>Show understanding of the links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them</li> <li>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</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>Explain 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</li> <li>Show they understand the links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them</li> <li>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</li> </ul>

## The Baha'i faith in Key Stage 2

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

BELONGING	BELIEVING	BEHAVING
<p><b>Why, where and how do people worship?</b></p> <ul style="list-style-type: none"><li>▪ When and how do Baha'is worship at home?</li><li>▪ When and how are Houses of Worship (Mashriqu'l-Adkar) used?</li><li>▪ Why do Baha'is perform pilgrimage and where do they go?</li></ul>	<p><b>How do people's beliefs about God, the world and others impact on their lives?</b></p> <ul style="list-style-type: none"><li>▪ What beliefs do Baha'is hold about God?</li><li>▪ What do Baha'is believe about The Bab, Baha'u'llah and 'Abdu'l Baha?</li></ul>	<p><b>Why and how are people influenced and inspired by others?</b></p> <ul style="list-style-type: none"><li>▪ What and how do Baha'is learn from the life of 'Abdu'l Baha?</li></ul>
<p><b>Why are some occasions sacred to believers?</b></p> <ul style="list-style-type: none"><li>▪ How and why do Baha'is celebrate new life?</li><li>▪ How and why do Baha'is celebrate personal commitment to faith?</li><li>▪ How and why do Baha'is celebrate marriage?</li></ul>	<p><b>How do sacred texts and other sources help people to understand God, the world and human life?</b></p> <ul style="list-style-type: none"><li>▪ What are the Baha'i Writings and how are they used?</li></ul>	<p><b>What is expected of a person in following a religion or belief?</b></p> <ul style="list-style-type: none"><li>▪ How do Baha'is organise their communities?</li><li>▪ How does being a Baha'i affect a person's life?</li></ul>
<p><b>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</b></p> <ul style="list-style-type: none"><li>▪ What do Baha'is believe about life after death and why?</li><li>▪ How and why do Baha'is mark a person's death?</li></ul>		<p><b>How do religious families and communities practise their faith, and what contributions do they make to local life?</b></p> <ul style="list-style-type: none"><li>▪ How does belief make a difference to the way Baha'is live in their own community and interact with the wider community?</li></ul>
<p><b>How and why are religious and spiritual ideas expressed and in what ways?</b></p> <ul style="list-style-type: none"><li>▪ How do Baha'is express their beliefs through the annual cycle of festivals?</li><li>▪ How are Baha'i beliefs expressed through symbols?</li></ul>		<p><b>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</b></p> <ul style="list-style-type: none"><li>▪ How do Baha'is respond to global issues of human rights, justice and the environment?</li></ul>

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>How do people's beliefs about God, the world and others impact on their lives?</p> <ul style="list-style-type: none"> <li>▪ What beliefs do Baha'is hold about God?</li> <li>▪ What do Baha'is believe about The Bab, Baha'u'llah and 'Abdu'l Baha?</li> </ul> <p>How do sacred texts and other sources help people to understand God, the world and human life?</p> <ul style="list-style-type: none"> <li>▪ What are the Baha'i Writings and how are they used?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore beliefs about the oneness of God and how Baha'is believe God communicates with humanity.</li> <li>▪ Look at the lives of The Bab, Baha'u'llah, 'Abdu'l Baha (including his time in the UK) and Shoghi Effendi; understand the different stations they hold in relation to God.</li> <li>▪ Find out about the Baha'i scriptures and how they are used.</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'l Baha; Baha'i writings and how they are used</li> <li>▪ Recognise that questions about God are difficult to answer</li> <li>▪ Ask questions and respond sensitively to their own and others beliefs about God and people who have influenced them</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'l Baha; how Baha'i writings are used</li> <li>▪ Ask important questions about their own and Baha'i beliefs about God, identifying any links</li> <li>▪ Identify people who have influenced them and compare this with the influence of The Bab, Baha'u'llah and 'Abdu'l Baha on Baha'is</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'l Baha; how Baha'i writings are used; similarities and differences between Baha'i beliefs and those of other religions they have studied</li> <li>▪ Raise and suggest answers to questions about their own and Baha'i beliefs about God</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Show understanding that Baha'is have distinctive beliefs about God, The Bab, Baha'u'llah and 'Abdu'l Baha</li> <li>▪ Explain how Baha'i writings are used to provide answers to ultimate questions and ethical issues;</li> <li>▪ Explain what influences and inspires them; what they consider to be the challenges of belonging to the Baha'i faith</li> </ul>

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><b>Why and how are people influenced and inspired by others?</b></p> <ul style="list-style-type: none"> <li>What and how do Baha'is learn from the life of 'Abdu'l Baha?</li> </ul> <p><b>What is expected of a person in following a religion or belief?</b></p> <ul style="list-style-type: none"> <li>How do Baha'is organise their communities?</li> <li>How does being a Baha'i affect a person's life?</li> </ul> <p><b>How do religious families and communities practise their faith, and what contributions do they make to local life?</b></p> <ul style="list-style-type: none"> <li>How does belief make a difference to the way Baha'is live in their own community and interact with the wider community?</li> </ul> <p><b>How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</b></p> <ul style="list-style-type: none"> <li>How do Baha'is respond to global issues of human rights, justice and the environment?</li> </ul>	<ul style="list-style-type: none"> <li>Consider the belief that 'Abdu'l Baha represents a perfect example to be followed</li> <li>Investigate the Baha'i administrative system, the role of the Local and National Spiritual Assemblies</li> <li>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</li> <li>Find out about the Baha'i calendar</li> <li>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</li> </ul>	<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"> <li>Identify ways in which being a Baha'i affects a person's life within local communities and in the wider world; some lessons Baha'is learn from the life of 'Abdu'l Baha</li> <li>Ask and respond sensitively to questions about how their lives might be similar/different from those of Baha'is</li> <li>Recognise lessons they have learned from people they know</li> </ul> <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"> <li>Describe ways in which being a Baha'i affects a person's life within local communities and in the wider world</li> <li>Make links between lessons Baha'is learn from the life of 'Abdu'l Baha and Baha'i beliefs; lessons learned from the life of 'Abdu'l Baha and their own values and commitments</li> <li>Identify lessons they have learned from people they know</li> </ul> <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"> <li>Describe and show understanding of the impact being a Baha'i has on a person's life within local communities and the wider world; how lessons learned from the life of 'Abdu'l Baha are linked with important Baha'i beliefs</li> <li>Raise and suggest answers to questions about how their lives and the lives of Baha'is are affected by beliefs, values and influences</li> </ul> <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"> <li>Explain how the beliefs and practices of Baha'is have an impact on their lives within local communities and in the wider world; what lessons Baha'is learn from the life of 'Abdu'l Baha</li> <li>Ask and suggest answers to questions about how their lives and the lives of Baha'is are affected by beliefs, values and influences</li> </ul>

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><b>Why, where and how do people worship?</b></p> <ul style="list-style-type: none"> <li>▪ When and how do Baha'is worship at home?</li> <li>▪ When and how are Houses of Worship (Mashriqu'l-Adkar) used?</li> <li>▪ Why do Baha'is perform pilgrimage and where do they go?</li> </ul> <p><b>Why are some occasions sacred to believers?</b></p> <ul style="list-style-type: none"> <li>▪ How and why do Baha'is celebrate new life?</li> <li>▪ How and why do Baha'is celebrate personal commitment to faith?</li> <li>▪ How and why do Baha'is celebrate marriage?</li> </ul> <p><b>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</b></p> <ul style="list-style-type: none"> <li>▪ What do Baha'is believe about life after death and why?</li> <li>▪ How and why do Baha'is mark a person's death?</li> </ul> <p><b>How and why are religious and spiritual ideas expressed and in ways they are?</b></p> <ul style="list-style-type: none"> <li>▪ How do Baha'is express their beliefs through the annual cycle of festivals?</li> <li>▪ How are Baha'i beliefs expressed through symbols?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Worship in the home, obligatory and personal prayer.</li> <li>▪ The design and symbolism of the House of Worship, its purpose and functions</li> <li>▪ Pilgrimage to the shrines in Baghdad, Shiraz and Haifa (it is only possible to visit the latter at the present time).</li> <li>▪ Find out about Baha'i rites of passage</li> <li>▪ Baha'i beliefs about life after death and how funerals are conducted</li> <li>▪ Find out about the nine Baha'i Holy Days and how they are celebrated, especially Ridvan and naw-Ruz</li> <li>▪ 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.</li> </ul>	<p><b>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Identify features of Baha'i home worship, Houses of Worship, pilgrimages, festivals and rites of passage</li> <li>▪ Suggest meanings for Baha'i symbols</li> <li>▪ Ask and respond sensitively to questions about their own and Baha'i experiences of worship, celebration, expression of ideas through symbols</li> </ul> <p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe features of Baha'i home worship, Houses of Worship, pilgrimages, festivals and rites of passage</li> <li>▪ Make links between Baha'i symbols and the beliefs they express</li> <li>▪ Ask important questions about their own and Baha'i experiences of worship, celebration, expression of ideas through symbols</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Suggest meanings for Baha'i symbolism</li> <li>▪ Raise, and suggest answers to, questions about their own and Baha'i identities as expressed in experiences of worship, celebration, expression of ideas through symbols</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Ask, and suggest answers to, questions about their own and Baha'i identities as expressed in experiences of worship, celebration, expression of ideas through symbols and the challenges these can pose</li> </ul>

**Appendix C Key Stage 3 Guidance**

KEY STAGE 3 CHRISTIANITY: BELIEVING		
Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</p> <ul style="list-style-type: none"> <li>▪ What do Christians believe about the nature of God as revealed in the Doctrine of the Trinity? Why?</li> <li>▪ What do Christians understand to be the purpose of human life?</li> <li>▪ What do Christians believe about their place in the world?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Christian beliefs about life eg grace, salvation, redemption, resurrection of the dead, everlasting life</li> <li>▪ Christian beliefs about stewardship</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe Christian beliefs about the nature of God, the purpose of life and the place of humans in the world, making links with the sources of these beliefs; recognise similarities and differences with other religions</li> <li>▪ Ask important questions about their own and other people's beliefs about God and the purpose of life and the impact they have</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of Christian beliefs about the nature of God, the purpose of life and the place of humans in the world; the sources of these beliefs; describe diversity within Christianity and similarities and differences with other religions</li> <li>▪ Raise, and suggest answers to, questions about their own and other people's beliefs about God and the purpose of life</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show they understand distinctive Christian beliefs about the nature of God, the purpose of life and the place of humans in the world, explaining diversity within Christianity and similarities and differences with other religions</li> <li>▪ Ask, and suggest answers to, questions about their own and other people's beliefs about God and the purpose of life</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Give informed accounts of Christian beliefs about the nature of God, the purpose of life and the place of humans in the world, explaining diversity within Christianity and similarities and differences with other religions; interpret sources and arguments</li> <li>▪ Use reasoning and examples to express insights into their own and others beliefs about God and the purpose of life</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show a coherent understanding of Christian beliefs about the nature of God, the purpose of life and the place of humans in the world, analysing diversity within Christianity and similarities and differences with other religions</li> <li>▪ Articulate personal and critical responses to their own and others beliefs about God and the purpose of life</li> </ul>

Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Christianity:</p> <p>How do religions help believers decide what is true, right and wrong?</p> <ul style="list-style-type: none"> <li>▪ How do Christians use the Bible to help them decide what is true, right and wrong?</li> <li>▪ How do Christians use Christian writings to help them decide what is true, right and wrong?</li> <li>▪ What is the role of Christian leaders in helping people to understand what is true, right and wrong?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Beliefs about the authority of the Bible</li> <li>▪ 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)</li> <li>▪ 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</li> <li>▪ 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, constitutions resulting from the Second Vatican Council</li> <li>▪ Impact of Christian leaders eg Popes, Bishops, local clergy, TV evangelists</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe how Christians use the Bible, Christian writings and leaders to help them decide what is true, right and wrong</li> <li>▪ Ask important questions about what/who helps them to decide what is true, right and wrong</li> <li>▪ Make links between their beliefs about what is true, right and wrong and their attitudes and behaviours</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of how Christians use the Bible, Christian writings and leaders to help them decide what is true, right and wrong</li> <li>▪ Raise, and suggest answers to, questions about their own and other people's beliefs about what is true, right and wrong</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain how Christians use the Bible, Christian writings and leaders to help them decide what is true, right and wrong</li> <li>▪ Ask, and suggest answers to, questions about their own and other people's beliefs about what is true, right and wrong</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain how Christians use and interpret the Bible, Christian writings and leaders in different ways to help them decide what is true, right and wrong</li> <li>▪ Use reasoning and examples to express insights into their own and other people's beliefs about what is true, right and wrong and their impact</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show a coherent understanding of how Christians use and interpret the Bible, Christian writings and leaders in different ways to help them decide what is true, right and wrong</li> <li>▪ Articulate personal and critical responses to their own and other people's beliefs about what is true, right and wrong and their impact</li> </ul>

Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Christians resolve the conflict between theories of evolution and the creation narratives found in Genesis?</li> <li>▪ In what ways have modern advances in medicine and other sciences challenged Christians?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literal and non-literal Christian interpretations of the Genesis narrative</li> <li>▪ 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</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe how advances in science have challenged and continue to challenge Christians</li> <li>▪ Ask important questions about the extent to which their thinking is influenced by science and/or religion</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of how advances in science have challenged and continue to challenge Christians</li> <li>▪ Raise, and suggest answers to, questions about the extent to which their thinking is influenced by science and/or religion</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain how advances in science have challenged and continue to challenge Christians</li> <li>▪ Ask, and suggest answers to, questions about the extent to which their thinking is influenced by science and/or religion</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Give informed accounts of how advances in science have challenged and continue to challenge Christians</li> <li>▪ Use reasoning and examples to express insights into the relationship between Christian teachings and scientific developments</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show a coherent understanding of how advances in science have challenged and continue to challenge Christians</li> <li>▪ Evaluate the significance of Christian beliefs and teachings in the light of scientific developments</li> </ul>

Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>How do religions understand one another?</p> <ul style="list-style-type: none"> <li>▪ How do Christians understand and respond to denominational diversity?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inter-denominational understandings</li> <li>▪ 'unity in diversity'</li> <li>▪ The Ecumenical movement</li> <li>▪ Churches Together</li> <li>▪ Denominational conflict eg Northern Ireland</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Make links between Christian sources and beliefs and different denominational interpretations</li> <li>▪ Ask important questions about the benefits and challenges of having diversity of belief and practice within groups</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of Christian sources and beliefs and different interpretations given by various denominations</li> <li>▪ Raise, and suggest answers to, questions about the benefits and challenges of having diversity of belief and practice within groups, giving examples from their own experiences</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show they understand distinctive beliefs of different Christian denominations and suggest reasons for these</li> <li>▪ Ask, and suggest answers to, questions about the benefits and challenges of having diversity of belief and practice within groups, relating them to their own experiences</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Give informed accounts of the distinct beliefs of different Christian denominations explaining the reasons for these</li> <li>▪ Use reasoning and examples to express insights into the benefits and challenges of having diversity of belief and practice within groups</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show coherent understanding of the distinctive beliefs of different Christian denominations analysing the reasons for these</li> <li>▪ Evaluate the benefits and challenges of having diversity of belief and practice within groups using appropriate evidence and examples</li> </ul>

KEY STAGE 3 CHRISTIANITY: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>How do people live as believers in the modern world applying their beliefs to their personal relationships?</p> <ul style="list-style-type: none"> <li>▪ How might being a Christian influence your family life?</li> <li>▪ How might being a Christian influence your relationships with friends and partners?</li> <li>▪ How might being a Christian influence your approach to caring for yourself?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ceremonies Christians might choose related to family life eg Infant Baptism or Dedication, Church/Christian marriage.</li> <li>▪ Christian beliefs about everyone being children of God, forgiveness, repentance, love, service</li> <li>▪ Christian ethics relevant to relationships eg Christian responses to divorce; sexual ethics; ethics of abortion, in-vitro fertilisation, surrogacy; ethics of euthanasia</li> <li>▪ Moral decisions about personal well-being eg use/abuse of drugs, alcohol etc, commitment to personal worship life</li> <li>▪ Responses to personal talents/skills etc</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify the impact Christian beliefs might have on family life, relationships with friends and partners, the way people care for themselves</li> <li>▪ Make links between their values and their care of themselves; their relationships with friends and family</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of the impact Christian beliefs might have on family life, relationships with friends and partners, the way people care for themselves</li> <li>▪ Raise, and suggest answers to, questions about how their values influence their care of themselves; their relationships with friends and family describing examples</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain and show they understand the impact Christian beliefs might have on family life, relationships with friends and partners, the way people care for themselves</li> <li>▪ Ask, and suggest answers to, questions about how their values influence their care of themselves; their relationships with friends and family relating them to examples; the challenges of applying Christian beliefs to daily life</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain why the impact of Christian beliefs on family life, relationships with friends and partners, the way people care for themselves varies</li> <li>▪ Use reasoning and examples to consider the challenge of applying Christian beliefs to family life, relationships with friends and partners, the way people care for themselves</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Account for the influence of Christian history and culture on family life, relationships with friends and partners, the way people care for themselves</li> <li>▪ Evaluate the challenge of applying Christian beliefs to family life, relationships with friends and partners, the way people care for themselves</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> <li>▪ How might Christian beliefs influence approaches to the rights and responsibilities of being a citizen?</li> <li>▪ Why do Christians believe it is important to protect the rights of others?</li> <li>▪ Should Christians take active roles in their communities? If yes, how? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Christian involvement in community issues eg care of the elderly, homeless etc</li> <li>▪ 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</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify the impact Christian beliefs might have on people's approaches to being a citizen</li> <li>▪ Make links between Christian beliefs and the need to protect the rights of others</li> <li>▪ Make links between their own values and their attitudes to citizenship and the rights of others</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of the impact Christian beliefs might have on people's approaches to being a citizen; their responses to the rights of others</li> <li>▪ Raise, and suggest answers to, questions about how their values influence their attitudes to citizenship and the rights of others</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain and show understanding of the impact Christian beliefs might have on people's approaches to being a citizen; their responses to the rights of others</li> <li>▪ Ask, and suggest answers to, questions about how their values influence their attitudes to citizenship and the rights of others; the challenges of applying Christian beliefs to daily life</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain why the impact of Christian beliefs on people's approaches to being a citizen and their responses to the rights of others varies</li> <li>▪ Use reasoning and examples to consider the challenge of applying Christian beliefs to the way one lives as a citizen mindful of the rights of others</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Account for the influence of Christian history and culture on people's approaches to being a citizen; their responses to the rights of others</li> <li>▪ Evaluate the challenge of applying Christian beliefs to the way one lives as a citizen mindful of the rights of others</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>Why and how might believers accept they have responsibilities to care for the world in which they live?</p> <ul style="list-style-type: none"> <li>▪ Why and how might Christians get involved with global issues?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Christian responses to eg war, and particular wars, world poverty, health issues, environmental issues eg Christian declaration about the environment, Assisi in 1986</li> <li>▪ 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</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe why and how Christians might get involved in global issues</li> <li>▪ Ask important questions about their own values and commitments in relation to selected global issues</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of why and how Christians might get involved in global issues</li> <li>▪ Raise, and suggest answers to, questions about their own values and commitments in relation to selected global issues</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain and show they understand why and how Christians might get involved in global issues</li> <li>▪ Ask, and suggest answers to, questions about their own values and commitments in relation to selected global issues; the challenge of applying Christian beliefs to one's responses to global issues</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain why the impact of Christian beliefs on people's responses to global issues varies</li> <li>▪ Use reasoning and examples to consider the challenge of applying Christian beliefs to one's responses to global issues</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Account for the influence of Christian history and culture on people's responses to global issues</li> <li>▪ Evaluate the challenge of applying Christian beliefs to one's responses to global issues</li> </ul>

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</p> <ul style="list-style-type: none"> <li>▪ Why and how might Christians from different denominations choose to work together?</li> <li>▪ Why might Christians find it difficult to live and work alongside people whose Christian beliefs/practices are different from their own?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Christians working for social and religious harmony</li> <li>▪ The Ecumenical Movement, Churches Together</li> <li>▪ Examples of religious intolerance and conflicts involving Christians eg Northern Ireland</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe why and how some Christians choose to work with others from different denominations; why some find it difficult to work alongside those whose Christian beliefs/practices are different from their own</li> <li>▪ <b>Ask important questions</b> about their own responses to people who have different ideas and customs from themselves, drawing on examples</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of why and how some Christians choose to work with others from different denominations; why some find it difficult to work alongside those whose Christian beliefs/practices are different from their own</li> <li>▪ Raise, and suggest answers to, questions about their own responses to people who have different ideas and customs from themselves, describing examples from their experience</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain and show they understand why and how some Christians choose to work with others from different denominations; why some find it difficult to work alongside those whose Christian beliefs/practices are different from their own</li> <li>▪ Ask, and suggest answers to, questions about their own responses to people who have different ideas and customs from themselves, explaining examples from their experience</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Give informed accounts of why and how some Christians choose to work with others from different denominations; why some find it difficult to work alongside those whose Christian beliefs/practices are different from their own</li> <li>▪ Use reasoning and examples to express insights into their own responses to people who have different ideas and customs from themselves, explaining examples from their own experience</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show a coherent understanding of why and how some Christians choose to work with others from different denominations; why some find it difficult to work alongside those whose Christian beliefs/practices are different from their own; the impact of Christian history and culture on these considerations</li> <li>▪ Evaluate their own responses to people who have different ideas and customs from themselves, analysing examples from their own experience</li> </ul>

KEY STAGE 3 CHRISTIANITY: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Christians express their beliefs in worship?</li> <li>▪ How do Christians express their beliefs and experiences through the arts?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ways in which different styles/forms of worship express Christian beliefs eg sacraments, extemporary worship, meditation, prayer, use of music, serving others etc</li> <li>▪ Christian beliefs expressed through eg art, architecture, dance, drama, film, literature, music etc.</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe ways in which Christian beliefs are expressed in worship and the arts</li> <li>▪ Make links between elements of Christian worship, examples of Christian artistic expression and the beliefs that they express</li> <li>▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Suggest meanings for elements of Christian worship, examples of Christian artistic expression linking them with the beliefs they express</li> <li>▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Recognise diverse ways in which Christians express beliefs through worship and the arts</li> <li>▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Interpret the significance of different ways in which Christian beliefs are expressed in worship and the arts</li> <li>▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul>

KEY STAGE 3 BUDDHISM: BELIEVING		
Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Buddhism</p> <p>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</p> <ul style="list-style-type: none"> <li>What does Buddhism teach about the nature of life?</li> <li>What do Buddhists believe about death and the purpose of life?</li> <li>Why does Buddhism have little to teach about God?</li> </ul> <p>How do religions help believers decide what is true, right and wrong?</p> <ul style="list-style-type: none"> <li>How do Buddhists decide what is true, right and wrong?</li> </ul> <p>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>How do the teachings of Gotama Buddha relate to scientific enquiry?</li> </ul> <p>How do religions understand one another?</p> <ul style="list-style-type: none"> <li>How do Buddhists respond to diversity within Buddhism?</li> <li>How do Buddhists respond to diversity within Buddhism?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the three marks of existence: anicca, anatta, dukkha, the Four Noble Truths and the Eightfold Path</li> <li>Explore the concepts of kamma, rebirth, enlightenment, nibbana</li> <li>Consider the Buddha's idea that the Buddha nature is in everyone</li> <li>The Buddha claimed it was impossible to know whether there is a God or not</li> <li>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</li> <li>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</li> <li>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</li> <li>Explore diversity within Buddhism eg Theravadan, Mahayanan, Tibetan, Pure Land and Western forms of Buddhism</li> </ul>	<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"> <li>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</li> <li>Ask important questions about their own and Buddhist beliefs</li> </ul> <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"> <li>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</li> <li>Raise, and suggest answers to, questions about their own and Buddhist beliefs</li> </ul> <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"> <li>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</li> <li>Suggest reasons for diversity within Buddhism</li> <li>Ask, and suggest answers to, questions about their own and Buddhist beliefs</li> </ul> <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"> <li>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</li> <li>Explain reasons for diversity within Buddhism</li> <li>Use reasoning and examples to express insights into their own and Buddhist beliefs</li> </ul> <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"> <li>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</li> <li>Analyse reasons for diversity within Buddhism</li> <li>Articulate personal and critical responses to their own and Buddhist beliefs</li> </ul>

KEY STAGE 3 BUDDHISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Buddhism</p> <p>How do people live as believers in the modern world applying their beliefs to their personal relationships?</p> <ul style="list-style-type: none"> <li>How might being a Buddhist influence a person's relationships with partners, wider family and friends?</li> </ul> <p>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> <li>How might being a Buddhist influence a person's approach to being a citizen, their rights and responsibilities?</li> </ul> <p>Why and how might believers accept they have responsibilities to care for the world in which they live?</p> <ul style="list-style-type: none"> <li>How and why might Buddhists respond to global issues?</li> </ul> <p>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</p> <ul style="list-style-type: none"> <li>How and why have Buddhists worked with people of different faiths for the benefit of the wider community?</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Explore the interdependent relationships of the monastic and lay Buddhist communities</li> <li>Buddhist responses to eg war, and particular wars, world poverty, health issues, environmental issues eg Buddhist declaration about the environment, Assisi in 1986</li> </ul>	<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"> <li>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</li> <li>Make links between their own values and commitments and their attitudes and behaviour</li> </ul> <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"> <li>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</li> <li>Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <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"> <li>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</li> <li>Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <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"> <li>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</li> <li>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</li> </ul> <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"> <li>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</li> <li>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</li> </ul>

KEY STAGE 3 BUDDHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Buddhism</p> <p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ Why and how do Buddhists meditate?</li> <li>▪ How are the key beliefs of different Buddhist groups expressed in the symbolism and art of the Buddhist tradition?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore a variety of Buddhist meditation practices eg chanting, walking, archery, tea ceremony, flower arranging etc</li> <li>▪ 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 etc</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe ways in which Buddhist beliefs are expressed in meditation, symbolism and the arts</li> <li>▪ Make links between elements of Buddhist meditation, symbolism and artistic expression and the beliefs that they express</li> <li>▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Suggest meanings for elements of Buddhist meditation, symbolism and artistic expression linking them with the beliefs they express</li> <li>▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise diverse ways in which Buddhists express beliefs through mediation, symbolism and the arts</li> <li>▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Interpret the significance of different ways in which Buddhist beliefs are expressed in meditation, symbolism and the arts</li> <li>▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Analyse diverse ways in which Buddhist beliefs are expressed in meditation, symbolism and the arts, using some of the principal methods by which religion, spirituality and ethics are studied</li> <li>▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul>

KEY STAGE 3 SIKHISM: BELIEVING		
Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Sikhism</p> <p><b>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</b></p> <ul style="list-style-type: none"> <li>What beliefs do Sikhs hold about God and why?</li> <li>How are Sikh beliefs about God similar to and distinct from the beliefs of other religions about God?</li> <li>What do Sikhs believe about the purpose of life and the world and why?</li> <li>What do Sikhs believe about life after death and why?</li> </ul> <p><b>How do religions help believers decide what is true, right and wrong?</b></p> <ul style="list-style-type: none"> <li>How are Sikh sources of authority used by different Sikhs to decide what is true, right and wrong?</li> </ul> <p><b>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</b></p> <ul style="list-style-type: none"> <li>How might Sikhs approach scientific advances in the light of the teachings of their religion?</li> </ul> <p><b>How do religions understand one another?</b></p> <ul style="list-style-type: none"> <li>How do Sikhs understand and respond to diversity within Sikhism?</li> </ul>	<ul style="list-style-type: none"> <li>There is only one God whose nature is described in the Mool Mantar.</li> <li>Sikh belief in Samsara and, with God's help, eventual union with God and impact of these beliefs on Sikh living</li> <li>The origins of Sikhism</li> <li>The significance and importance of the Guru Granth Sahib and how it is used to help Sikhs decide what is true, right and wrong</li> <li>Find out about diversity within Sikhism and reasons for it</li> <li>Sikh responses to scientific understandings and advances eg creation/evolution, advances in medical research and treatments etc</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Ask important questions about their own and Sikh beliefs</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Raise, and suggest answers to, questions about their own and Sikh beliefs</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Suggest reasons for diversity within Sikhism</li> <li>Ask, and suggest answers to, questions about their own and Sikh beliefs</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Explain reasons for diversity within Sikhism</li> <li>Use reasoning and examples to express insights into their own and Sikh beliefs</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Analyse reasons for diversity within Sikhism</li> <li>Articulate personal and critical responses to their own and Sikh beliefs</li> </ul>

KEY STAGE 3 SIKHISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Sikhism</p> <p>How do people live as believers in the modern world applying their beliefs to their personal relationships?</p> <ul style="list-style-type: none"> <li>How might being a Sikh influence your approach to family life?</li> <li>How might being a Sikh influence your relationships with friends and partners?</li> </ul> <p>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> <li>How might Sikh teachings and experiences influence approaches to being a citizen considering especially social justice, prejudice and discrimination?</li> </ul> <p>Why and how might believers accept they have responsibilities to care for the world in which they live?</p> <ul style="list-style-type: none"> <li>How and why might Sikhs respond to global issues?</li> </ul> <p>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</p> <ul style="list-style-type: none"> <li>How and why have Sikhs worked with people of different faiths for the benefit of the wider community?</li> </ul>	<ul style="list-style-type: none"> <li>Explore teachings from Sikh writings about ethics and relationships</li> <li>Consider Sikh values of Nam Simran (meditation on the Sikh idea of God), Kirat karna (supporting oneself by honest means), Sewa (service), Vand chhakna (helping others) and their impact on a Sikh approach to citizenship</li> <li>Find out about Sikh individuals and organisations working for social justice</li> <li>Sikh responses to global issues eg war, world poverty, health issues, environmental issues</li> </ul>	<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"> <li>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</li> <li>Make links between their own values and commitments and their attitudes and behaviour</li> </ul> <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"> <li>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</li> <li>Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <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"> <li>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</li> <li>Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <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"> <li>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</li> <li>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</li> </ul> <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"> <li>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</li> <li>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</li> </ul>

KEY STAGE 3 SIKHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Sikhism</p> <p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Sikhs express their beliefs in worship in and beyond the Gurdwara?</li> <li>▪ How do Sikhs express their beliefs and experiences through the arts?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore how Sikh beliefs about God, the Gurus, service, and equality are expressed in the Gurdwara and what takes place there</li> <li>▪ Explore Sikh art eg pictures of the Gurus and music used in worship</li> </ul>	<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"> <li>▪ Describe ways in which Sikh beliefs are expressed in worship and the arts</li> <li>▪ Make links between elements of Sikh worship, examples of Sikh artistic expression and the beliefs that they express</li> <li>▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <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"> <li>▪ Suggest meanings for elements of Sikh worship, examples of Sikh artistic expression linking them with the beliefs they express</li> <li>▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <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"> <li>▪ Recognise diverse ways in which Sikhs express beliefs through worship and the arts</li> <li>▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <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"> <li>▪ Interpret the significance of different ways in which Sikh beliefs are expressed in worship and the arts</li> <li>▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <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"> <li>▪ 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</li> <li>▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul>

KEY STAGE 3 INTERFAITH DIALOGUE (BELIEVING ASPECT)		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in relation to interfaith dialogue</p> <p>How do religions understand one another?</p> <ul style="list-style-type: none"> <li>▪ How do Christians and members of other religions understand/respond to other faiths?</li> <li>▪ Why and how might people choose to meet together with others of different religious persuasions to exchange understandings of each others' beliefs and practices?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Explore examples of people of different faiths talking and learning from one another eg in local, national and international interfaith initiatives eg Interfaith MK, MK Council of Faiths, World Congress of Faiths, Inter Faith Network of the UK, Council of Christians and Jews etc</li> <li>▪ 'Building Good Relations With People Of Different Faiths and Beliefs' from the Inter Faith Network</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Make links between these behaviours and the beliefs of selected religions; between their own beliefs and behaviours</li> <li>▪ Ask important questions about their own responses to people who have different ideas from themselves drawing on examples</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Make links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours</li> <li>▪ Raise, and suggest answers to, questions about their own responses to people who have different ideas from themselves describing examples from their experience</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Ask, and suggest answers to, questions about their own responses to people who have different ideas from themselves explaining examples from their experience</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Explain links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours</li> <li>▪ Use reasoning and examples to express insights into their own responses to people who have different ideas from themselves explaining examples from their experience</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Analyse links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours</li> <li>▪ Evaluate their own responses to people who have different ideas from themselves analysing appropriate evidence and examples</li> </ul>

KEY STAGE 3 INTERFAITH DIALOGUE (BEHAVING ASPECT)		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in relation to interfaith dialogue</p> <p>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</p> <ul style="list-style-type: none"> <li>▪ How and why do people of different faith traditions engage together in activities to help the wider community?</li> <li>▪ How and why do people from different faiths sometimes come into conflict?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore examples of people from different faith groups working together for the good of the community in local, national and global contexts eg Interfaith MK, Multifaith gathering in Trafalgar Square post 7 July 2005 London terrorist bombings</li> <li>▪ Explore examples of conflicts associated with religious difference eg Israel/Palestine, social unrest in Britain linked with religious difference</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Ask important questions about their responses to working alongside people who are different from themselves</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Raise, and suggest answers to, questions about their responses to working alongside people who are different from themselves describing what influences these responses</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Evaluate their responses to working alongside people who are different from themselves analysing what influences these responses; the challenge of inter-religious cooperation</li> </ul>

KEY STAGE 3 INTERFAITH DIALOGUE (BELONGING ASPECT)		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in relation to interfaith dialogue</p> <p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ Why might people of different faiths choose to belong to an interfaith group?</li> <li>▪ How do people of different faiths live alongside one another in one family?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Explore the motivations of people who belong to Interfaith MK</li> <li>▪ Explore the benefits and challenges of mixed faith marriages and families</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe some reasons why people of different religions develop a sense of belonging to interfaith groups</li> <li>▪ Describe some of the benefits and challenges of mixed-faith marriages and families</li> <li>▪ Ask important questions about their responses to interfaith/mixed-faith groups and relationships</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Describe and show understanding of reasons why people of different religions develop a sense of belonging to interfaith groups</li> <li>▪ Describe and show understanding of benefits and challenges of mixed-faith marriages and families</li> <li>▪ Raise, and suggest answers to, questions about their responses to interfaith/mixed-faith groups and relationships</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Explain and show they understand reasons why people of different religions develop a sense of belonging to interfaith groups</li> <li>▪ Explain and show they understand the benefits and challenges of mixed-faith marriages and families</li> <li>▪ Ask, and suggest answers to, questions about their responses to interfaith/mixed-faith groups and relationships</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Give informed accounts of why people of different religions develop a sense of belonging, beyond their own faith, to interfaith groups</li> <li>▪ Give informed accounts of the benefits and challenges of mixed-faith marriages and families</li> <li>▪ Use reasoning and examples to express insights into their responses to interfaith/mixed-faith groups and relationships</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</b></p> <ul style="list-style-type: none"> <li>▪ Show a coherent understanding of why people of different religions develop a sense of belonging, beyond their own faith, to interfaith groups</li> <li>▪ Show a coherent understanding of the benefits and challenges of mixed-faith marriages and families</li> <li>▪ Articulate personal and critical responses to to interfaith/mixed-faith groups and relationships</li> </ul>

### Hinduism in Key Stage 3

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

#### BELONGING

How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

- How do Hindus express their beliefs in worship at home and in the mandir?
- How is spirituality expressed in diverse ways within Hinduism?
- How are Hindu beliefs expressed through symbolism?

#### BELIEVING

How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?

- What beliefs do Hindus hold about God and why?
- How are Hindu beliefs about God similar to and distinct from the beliefs of other religions about God?
- What do Hindus believe about the purpose of life and the world and why?
- How do Hindu beliefs in reincarnation make a difference to the ways in which they live?

How do religions help believers decide what is true, right and wrong?

- How are Hindu scriptures and other sources of authority used by different Hindus to decide what is true, false, right and wrong?

Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?

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

How do religions understand one another?

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

#### BEHAVING

How do people live as believers in the modern world applying their beliefs to their personal relationships?

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

How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?

- How might Hindu teachings and experiences influence approaches to being a citizen, considering especially social justice, prejudice and discrimination?

Why and how might believers accept they have responsibilities to care for the world in which they live?

- How and why might Hindus respond to global issues?

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

- How and why have Hindus worked with people of different faiths for the benefit of the wider community?

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>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</p> <ul style="list-style-type: none"> <li>▪ What beliefs do Hindus hold about God and why?</li> <li>▪ How are Hindu beliefs about God similar to and distinct from the beliefs of other religions about God?</li> <li>▪ What do Hindus believe about the purpose of life and the world and why?</li> <li>▪ How do Hindu beliefs in reincarnation make a difference to the ways in which they live?</li> </ul> <p>How do religions help believers decide what is true, right and wrong?</p> <ul style="list-style-type: none"> <li>▪ How are Hindu scriptures and other sources of authority used by different Hindus to decide what is true, false, right and wrong?</li> </ul> <p>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Hindu beliefs and teachings influence Hindu responses to scientific understandings of the world and scientific advances?</li> </ul> <p>How do religions understand one another?</p> <ul style="list-style-type: none"> <li>▪ How do Hindus understand and respond to diversity within Hinduism?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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)</li> <li>▪ Consider the extent to which Hinduism is understood to be a monotheistic religion</li> <li>▪ Consider concepts of avatar and incarnation in Hinduism</li> <li>▪ 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)</li> <li>▪ Consider Hindu beliefs that one's present body is the result of our previous actions (karma)</li> <li>▪ Explore the significance and interpretation of Hindu scriptures and teachers</li> <li>▪ Hindu involvement in religion-related conflicts</li> <li>▪ Explore the impact of Hindu teachings and a cyclical understanding of time/life on the creation/evolution debate</li> <li>▪ Consider Hindu responses to advances in science</li> <li>▪ 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</li> </ul>	<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"> <li>▪ 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</li> <li>▪ Ask important questions about their own and Hindu beliefs</li> </ul> <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"> <li>▪ 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</li> <li>▪ Raise, and suggest answers to, questions about their own and Hindu beliefs</li> </ul> <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"> <li>▪ 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</li> <li>▪ Suggest reasons for diversity within Hinduism</li> <li>▪ Ask, and suggest answers to, questions about their own and Hindu beliefs</li> </ul> <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"> <li>▪ 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</li> <li>▪ Explain reasons for diversity within Hinduism</li> <li>▪ Use reasoning and examples to express insights into their own and Hindu beliefs</li> </ul> <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"> <li>▪ 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</li> <li>▪ Analyse reasons for diversity within Hinduism</li> <li>▪ Articulate personal and critical responses to their own and Hindu beliefs</li> </ul>

OPTIONAL KEY STAGE 3 HINDUISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Hinduism</p> <p>How do people live as believers in the modern world applying their beliefs to their personal relationships?</p> <ul style="list-style-type: none"> <li>How might being a Hindu influence your approach to family life?</li> <li>How might being a Hindu influence your relationships with friends and partners?</li> </ul> <p>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> <li>How might Hindu teachings and experiences influence approaches to being a citizen, considering especially social justice, prejudice and discrimination?</li> </ul> <p>Why and how might believers accept they have responsibilities to care for the world in which they live?</p> <ul style="list-style-type: none"> <li>How and why might Hindus respond to global issues?</li> </ul> <p>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</p> <ul style="list-style-type: none"> <li>How and why have Hindus worked with people of different faiths for the benefit of the wider community?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the impact of the concepts of Sanatana Dharma (eternal law), Varnashrama 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</li> <li>Explore teachings from Hindu writings about ethics and relationships</li> <li>Consider Hindu responses to arranged/assisted marriages</li> <li>Consider Hindu values (eg self discipline/mind and sense control, seva – service, ahimsa – non-violence) and their impact on Hindu approaches to citizenship</li> <li>Consider a contemporary Hindu response to the caste system</li> <li>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)</li> <li>Hindu responses to global issues eg war, world poverty, health issues, environmental issues eg Hindu declaration about the environment, Assisi in 1986</li> </ul>	<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"> <li>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</li> <li>Make links between their own values and commitments and their attitudes and behaviour</li> </ul> <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"> <li>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</li> <li>Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <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"> <li>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</li> <li>Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <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"> <li>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</li> <li>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</li> </ul> <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"> <li>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</li> <li>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</li> </ul>

OPTIONAL KEY STAGE 3 HINDUISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Hinduism</p> <p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Hindus express their beliefs in worship at home and in the mandir?</li> <li>▪ How is spirituality expressed in diverse ways within Hinduism?</li> <li>▪ How are Hindu beliefs expressed through symbolism and the arts?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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)</li> <li>▪ Explore the significance of pilgrimage for Hindus</li> <li>▪ Explore how Hindus use the arts to express their beliefs eg in murtis, paintings, dance, drama, music</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe ways in which Hindu beliefs are expressed in worship and the arts</li> <li>▪ Make links between elements of Hindu worship, examples of Hindu artistic expression and the beliefs that they express</li> <li>▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Suggest meanings for elements of Hindu worship, examples of Hindu artistic expression linking them with the beliefs they express</li> <li>▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise diverse ways in which Hindus express beliefs through worship and the arts</li> <li>▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Interpret the significance of different ways in which Hindu beliefs are expressed in worship and the arts</li> <li>▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul>

### Islam in Key Stage 3

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

#### BELONGING

How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

- How do Muslims express their beliefs in worship in and beyond the mosque?
- How is Islamic art used to celebrate faith and focus believers on the importance of the holy Qur'an?

#### BELIEVING

How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?

- What beliefs do Muslims hold about God and why?
- How are Muslim beliefs about God similar to and distinct from the beliefs of other religions about God?
- What do Muslims believe about the purpose of life and the world and why?
- What do Muslims believe about life after death and why?

How do religions help believers decide what is true, right and wrong?

- How are Islamic sources of authority used by different Muslims to decide what is true, right and wrong?

Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?

- How might Muslims approach scientific advances in the light of the teachings of their religion?

How do religions understand one another?

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

#### BEHAVING

How do people live as believers in the modern world applying their beliefs to their personal relationships?

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

How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?

- How might Islamic teachings and experiences influence approaches to being a citizen, considering especially social justice, prejudice and discrimination?

Why and how might believers accept they have responsibilities to care for the world in which they live?

- How and why might Muslims respond to global issues?

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

- How and why have Muslims worked with people of different faiths for the benefit of the wider community?

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 ISLAM: BELIEVING		
Learning about religion	Content	Exemplar Expectations
<p>Some possible questions about <i>believing</i> in Islam</p> <p><b>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</b></p> <ul style="list-style-type: none"> <li>What beliefs do Muslims hold about God and why?</li> <li>How are Muslim beliefs about God similar to and distinct from the beliefs of other religions about God?</li> <li>What do Muslims believe about the purpose of life and the world and why?</li> <li>What do Muslims believe about life after death and why?</li> </ul> <p><b>How do religions help believers decide what is true, right and wrong?</b></p> <ul style="list-style-type: none"> <li>How are Islamic sources of authority used by different Muslims to decide what is true, right and wrong?</li> </ul> <p><b>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</b></p> <ul style="list-style-type: none"> <li>How might Muslims approach scientific advances in the light of the teachings of their religion?</li> </ul> <p><b>How do religions understand one another?</b></p> <ul style="list-style-type: none"> <li>How do Muslims understand and respond to diversity within Islam?</li> </ul>	<ul style="list-style-type: none"> <li>The Oneness of Allah (Tawhid) as stated in the Shahadah</li> <li>Shirk – the sin of claiming Allah has any equal or partner</li> <li>Attributes of Allah revealed in the 99 names</li> <li>Consider key beliefs that inform Muslim living eg submission to Allah, Ummah, jihad</li> <li>Consider Muslim beliefs about life after death, the Day of Judgement and their impact of Muslim living</li> <li>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</li> <li>Muslim responses to the creation/evolution debate</li> <li>Muslim involvement in scientific developments and continuing responses to scientific advances</li> <li>Find out about diversity in Islam and reasons for it</li> <li>Find out about diversity in Islam and reasons for it, diversity of Islamic practice through time, through dispersion and in different movements</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Ask important questions about their own and Muslim beliefs</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Raise, and suggest answers to, questions about their own and Muslim beliefs</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Suggest reasons for diversity within Islam</li> <li>Ask, and suggest answers to, questions about their own and Muslim beliefs</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Explain reasons for diversity within Islam</li> <li>Use reasoning and examples to express insights into their own and Muslim beliefs</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Analyse reasons for diversity within Islam</li> <li>Articulate personal and critical responses to their own and Muslim beliefs</li> </ul>

OPTIONAL KEY STAGE 3 ISLAM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Islam</p> <p><b>How do people live as believers in the modern world applying their beliefs to their personal relationships?</b></p> <ul style="list-style-type: none"> <li>How might being a Muslim influence your approach to family life?</li> <li>How might being a Muslim influence your relationships with friends and partners?</li> </ul> <p><b>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</b></p> <ul style="list-style-type: none"> <li>How might Islamic teachings and experiences influence approaches to being a citizen, considering especially social justice, prejudice and discrimination?</li> </ul> <p><b>Why and how might believers accept they have responsibilities to care for the world in which they live?</b></p> <ul style="list-style-type: none"> <li>How and why might Muslims respond to global issues?</li> </ul> <p><b>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</b></p> <ul style="list-style-type: none"> <li>How and why have Muslims worked with people of different faiths for the benefit of the wider community?</li> </ul>	<ul style="list-style-type: none"> <li>Distinctive features of the Muslim home, and the conduct of family members, including hygiene, diet, modesty and sexual relations.</li> <li>Importance of honesty and good manners in personal relationships.</li> <li>Jihad as personal, individual struggle to achieve self-improvement; campaigning for truth; helping the oppressed; defending faith and community.</li> <li>Significance of the Ummah</li> <li>Zakah</li> <li>Islamic teachings on and Muslim responses to social and global issues eg war, world poverty, loaning/borrowing and gambling money, health issues, environmental issues eg Islamic declaration about the environment, Assisi in 1986</li> <li>Muslim organisations working for social justice eg Muslim Aid, Red Crescent</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Make links between their own values and commitments and their attitudes and behaviour</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>

OPTIONAL KEY STAGE 3 ISLAM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Islam</p> <p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Muslims express their beliefs in worship in and beyond the mosque?</li> <li>▪ How is Islamic art used to celebrate faith and focus believers on the importance of the holy Qur'an?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ways in which Islamic worship practices and traditions express key beliefs eg the centrality of the Qur'an, Qiblah, Salah, Hajj, Ramadan</li> <li>▪ Explore use of different styles of art as an expression of Islamic spirituality</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe ways in which Muslim beliefs are expressed in worship and the arts</li> <li>▪ Make links between elements of Muslim worship, examples of Muslim artistic expression and the beliefs that they express</li> <li>▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Suggest meanings for elements of Muslim worship, examples of Muslim artistic expression linking them with the beliefs they express</li> <li>▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise diverse ways in which Muslims express beliefs through worship and the arts</li> <li>▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Interpret the significance of different ways in which Muslim beliefs are expressed in worship and the arts</li> <li>▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul>

### Judaism in Key Stage 3

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

BELONGING	BELIEVING	BEHAVING
<p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Jews express their beliefs in worship at home and in the synagogue?</li> <li>▪ How do Jews express their beliefs and experiences through the arts?</li> </ul>	<p>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</p> <ul style="list-style-type: none"> <li>▪ What beliefs do Jews hold about God and why?</li> <li>▪ What beliefs do Jews hold about the purpose of life and the world and why?</li> <li>▪ What beliefs do Jews hold about life after death and why?</li> <li>▪ How do religions help believers decide what is true, right and wrong?</li> <li>▪ How are different sources of authority used by different Jews to decide what is true, right and wrong?</li> </ul>	<p>How do people live as believers in the modern world applying their beliefs to their personal relationships?</p> <ul style="list-style-type: none"> <li>▪ How might being Jewish influence your approach to family life?</li> <li>▪ How might being Jewish influence your relationships with friends and partners?</li> </ul>
	<p>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</p>	<p>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> <li>▪ How might being Jewish influence a person's approach to being a citizen, their rights and responsibilities considering especially social justice, prejudice and discrimination?</li> </ul>
	<p>How might Jews approach scientific advances in the light of their teachings and religious beliefs?</p>	<p>Why and how might believers accept they have responsibilities to care for the world in which they live and other global issues?</p>
	<p>How do religions understand one another?</p>	<ul style="list-style-type: none"> <li>▪ How and why might Jews respond to global issues?</li> </ul>
	<ul style="list-style-type: none"> <li>▪ How do Jews understand and respond to diversity within Judaism and other religions?</li> </ul>	<p>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</p> <ul style="list-style-type: none"> <li>▪ How and why have Jews worked with people of different faiths for the benefit of the wider community?</li> </ul>

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>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</p> <ul style="list-style-type: none"> <li>▪ What beliefs do Jews hold about God and why?</li> <li>▪ What beliefs do Jews hold about the purpose of life and the world and why?</li> <li>▪ What beliefs do Jews hold about life after death and why?</li> <li>▪ How do religions help believers decide what is true, right and wrong?</li> <li>▪ How are different sources of authority used by different Jews to decide what is true, right and wrong?</li> </ul> <p>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How might Jews approach scientific advances in the light of their teachings and religious beliefs?</li> </ul> <p>How do religions understand one another?</p> <ul style="list-style-type: none"> <li>▪ How do Jews understand and respond to diversity within Judaism and other religions?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Titles given to God and found in the Tenakh.</li> <li>▪ Monotheism illustrated in the Shema</li> <li>▪ How Jews make sense of their relationship with God in the light of the Holocaust</li> <li>▪ Covenants between God, Noah, Abraham and Moses; the chosen people</li> <li>▪ Jewish beliefs about life after death and their varied significance amongst different Jews – including an understanding of Israel as a spiritual aspiration. The impact of these beliefs on day to day living.</li> <li>▪ Significance and role of sacred texts (Torah, Tenakh, Talmud), rabbis, traditions as sources of authority for different groups of Jews eg Orthodox, Reform, Liberal, Chassidim and the Lubavitch movement</li> <li>▪ Jewish responses to the creation/evolution debate</li> <li>▪ Jewish responses to scientific advances</li> <li>▪ Find out about diversity within Judaism and reasons for it</li> </ul>	<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"> <li>▪ 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</li> <li>▪ Ask important questions about their own and Jewish beliefs</li> </ul> <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"> <li>▪ 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</li> <li>▪ Raise, and suggest answers to, questions about their own and Jewish beliefs</li> </ul> <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"> <li>▪ 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</li> <li>▪ Suggest reasons for diversity within Judaism</li> <li>▪ Ask, and suggest answers to, questions about their own and Jewish beliefs</li> </ul> <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"> <li>▪ 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</li> <li>▪ Explain reasons for diversity within Judaism</li> <li>▪ Use reasoning and examples to express insights into their own and Jewish beliefs</li> </ul> <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"> <li>▪ 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</li> <li>▪ Analyse reasons for diversity within Judaism</li> <li>▪ Articulate personal and critical responses to their own and Jewish beliefs</li> </ul>

OPTIONAL KEY STAGE 3 JUDAISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>behaving</i> in Judaism</p> <p><b>How do people live as believers in the modern world applying their beliefs to their personal relationships?</b></p> <ul style="list-style-type: none"> <li>How might being Jewish influence your approach to family life?</li> <li>How might being Jewish influence your relationships with friends and partners?</li> </ul> <p><b>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</b></p> <ul style="list-style-type: none"> <li>How might being Jewish influence a person's approach to being a citizen, their rights and responsibilities considering especially social justice, prejudice and discrimination?</li> </ul> <p><b>Why and how might believers accept they have responsibilities to care for the world in which they live and other global issues?</b></p> <ul style="list-style-type: none"> <li>How and why might Jews respond to global issues?</li> </ul> <p><b>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</b></p> <ul style="list-style-type: none"> <li>How and why have Jews worked with people of different faiths for the benefit of the wider community?</li> </ul>	<ul style="list-style-type: none"> <li>Explore teachings from Jewish writings about ethics and relationships eg those found in the Talmud</li> <li>Explore the importance of forgiveness and reconciliation as illustrated in the festival of Yom Kippur</li> <li>Examine teachings found in Leviticus 19</li> <li>Consider how issues of prejudice and social justice are illustrated in the celebration of some Jewish festivals eg Pesach, Hanukkah, Purim</li> <li>The impact of antisemitism</li> <li>Jewish organisations working for social justice eg Tzedek, Jewish Care</li> <li>Jewish responses to global issues eg war, world poverty, health issues, environmental issues eg Jewish declaration about the environment, Assisi in 1986</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Make links between their own values and commitments and their attitudes and behaviour</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>

OPTIONAL KEY STAGE 3 JUDAISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>belonging</i> in Judaism</p> <p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Jews express their beliefs in worship at home and in the synagogue?</li> <li>▪ How do Jews express their beliefs and experiences through the arts?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ways in which Jewish worship practices and traditions express key beliefs eg importance given to the Torah as the Word of God</li> <li>▪ Jewish beliefs expressed through the arts eg cantorial music</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe ways in which Jewish beliefs are expressed in worship and the arts</li> <li>▪ Make links between elements of Jewish worship, examples of Jewish artistic expression and the beliefs that they express</li> <li>▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Suggest meanings for elements of Jewish worship, examples of Jewish artistic expression linking them with the beliefs they express</li> <li>▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise diverse ways in which Jews express beliefs through worship and the arts</li> <li>▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Interpret the significance of different ways in which Jewish beliefs are expressed in worship and the arts</li> <li>▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Analyse diverse ways in which Jewish beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied</li> <li>▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality</li> </ul>

### The Baha'i faith in Key Stage 3

Some suggestions for how key questions might be unpacked

BELONGING	BELIEVING	BEHAVING
<p>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Christians express their beliefs in worship at home and in the House of Worship (Mashriqu'i-Adhkar)?</li> <li>▪ How do Baha'is express their beliefs and experiences through the arts?</li> </ul>	<p>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</p> <ul style="list-style-type: none"> <li>▪ What beliefs do Baha'is hold about God and why?</li> <li>▪ What do Baha'is believe about the purpose of life?</li> <li>▪ What do Baha'is believe about life after death and why?</li> </ul> <p>How do religions help believers decide what is true, right and wrong?</p> <ul style="list-style-type: none"> <li>▪ How are different sources of authority used by Baha'is, both in deciding what is right and wrong and in the governance of the Baha'i community?</li> </ul> <p>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Baha'is justify their belief in the unity of science and religion?</li> </ul> <p>How do religions understand one another?</p> <ul style="list-style-type: none"> <li>▪ How do Baha'is respond to diversity within the Baha'i Faith and how do they relate to other religions?</li> </ul>	<p>How do people live as believers in the modern world applying their beliefs to their personal relationships?</p> <ul style="list-style-type: none"> <li>▪ How might being a Baha'i influence your approach to family life?</li> <li>▪ How might being a Baha'i influence your relationships with friends and partners?</li> </ul> <p>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> <li>▪ How might Baha'i Teachings and experiences influence approaches to being a citizen considering especially social justice, prejudice and discrimination?</li> </ul> <p>Why and how might believers accept they have responsibilities to care for the world in which they live?</p> <ul style="list-style-type: none"> <li>▪ Why and how do Baha'is respond to global issues?</li> </ul> <p>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</p> <ul style="list-style-type: none"> <li>▪ Why and how might Baha'is with different understandings and opinions choose to work together?</li> </ul>

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>Some possible questions about <i>believing</i> in the Baha'i faith</p> <p>How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?</p> <ul style="list-style-type: none"> <li>▪ What beliefs do Baha'is hold about God and why?</li> <li>▪ What do Baha'is believe about the purpose of life?</li> <li>▪ What do Baha'is believe about life after death and why?</li> </ul> <p>How do religions help believers decide what is true, right and wrong?</p> <ul style="list-style-type: none"> <li>▪ How are different sources of authority used by Baha'is, both in deciding what is right and wrong and in the governance of the Baha'i community?</li> </ul> <p>Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Baha'is justify their belief in the unity of science and religion?</li> </ul> <p>How do religions understand one another?</p> <ul style="list-style-type: none"> <li>▪ How do Baha'is respond to diversity within the Baha'i Faith and how do they relate to other religions?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know that Baha'is believe God is unknowable and can only be approached through Manifestations of God.</li> <li>▪ Find out about Baha'i belief in the unity of humanity and the future world government.</li> <li>▪ Compare the Baha'i belief in the progression of the soul with beliefs about life after death in other traditions.</li> <li>▪ Find out about the Covenant that holds Baha'is together.</li> <li>▪ Explore Baha'i beliefs about the unity of all religions.</li> <li>▪ Understand the concept of progressive revelation and the belief that all religions emanate from a single Divine source.</li> <li>▪ 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.</li> <li>▪ Consider the implications of the doctrine that science and religion must ultimately agree.</li> </ul>	<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"> <li>▪ Describe Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity 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</li> <li>▪ Ask important questions about their own and Baha'i beliefs</li> </ul> <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"> <li>▪ Describe and show understanding of Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity 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; Describe and show understanding of similarities and differences between the Baha'i faith and other religions studied</li> <li>▪ Raise, and suggest answers to, questions about their own and Baha'i understandings of the meaning, purpose and truth of life.</li> </ul> <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"> <li>▪ Explain and show they understand distinctive Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity 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</li> <li>▪ Ask, and suggest answers to, questions about their own and Baha'i understandings of the meaning, purpose and truth of life.</li> </ul> <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"> <li>▪ Give informed accounts of Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity 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</li> <li>▪ Use reasoning and examples to express insights into their own and Baha'i understandings of the meaning, purpose and truth of life</li> </ul> <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"> <li>▪ Show a coherent understanding of and analyse Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity 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</li> <li>▪ Evaluate their own and Baha'i understandings of the meaning, purpose and truth of life</li> </ul>

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>How do people live as believers in the modern world applying their beliefs to their personal relationships?</p> <ul style="list-style-type: none"> <li>▪ How might being a Baha'i influence your approach to family life?</li> <li>▪ How might being a Baha'i influence your relationships with friends and partners?</li> </ul> <p>How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> <li>▪ How might Baha'i Teachings and experiences influence approaches to being a citizen considering especially social justice, prejudice and discrimination?</li> </ul> <p>Why and how might believers accept they have responsibilities to care for the world in which they live?</p> <ul style="list-style-type: none"> <li>▪ Why and how do Baha'is respond to global issues?</li> </ul> <p>How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?</p> <ul style="list-style-type: none"> <li>▪ Why and how might Baha'is with different understandings and opinions choose to work together?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore teachings from the Baha'i Writings about ethics and relationships</li> <li>▪ Know about Baha'i teachings on marriage (Fortress of Wellbeing) and the family.</li> <li>▪ Work as worship, non-violence and consultation. Persecution of Baha'is and reaction to it.</li> <li>▪ 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</li> <li>▪ Baha'i responses to environmental issues, Agenda 21, links to the Save the Children Fund</li> </ul>	<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"> <li>▪ Describe how Baha'i beliefs and practices influence daily life in families and the wider community</li> <li>▪ Identify what influences them</li> <li>▪ Make links between their values and commitments and their attitudes and behaviour</li> </ul> <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"> <li>▪ Describe and show understanding of ways in which Baha'i beliefs influence daily life in families and the wider community</li> <li>▪ Raise, and suggest answers to, questions about what influences them and how their values and commitments are applied to their daily lives</li> </ul> <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"> <li>▪ Explain how Baha'i beliefs influence daily life in families and the wider community in different ways</li> <li>▪ Ask, and suggest answers to, questions about what influences them and how their values and commitments are applied to their daily lives</li> </ul> <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"> <li>▪ Give informed accounts of how Baha'i beliefs influence daily life in families and the wider community in different ways</li> <li>▪ Use reasoning and examples to consider the challenges of belonging to a religion and applying their own values and commitments in daily lives</li> </ul> <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"> <li>▪ Account for the variety of responses to Baha'i beliefs and their influences on daily life in families and the wider community</li> <li>▪ Evaluate, using appropriate evidence and examples, Baha'i values and commitments</li> </ul>

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>How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?</p> <ul style="list-style-type: none"> <li>▪ How do Christians express their beliefs in worship at home and in the House of Worship (Mashriqu'i-Adhkar)?</li> <li>▪ How do Baha'is express their beliefs and experiences through the arts?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ways in which Baha'i worship, practices and traditions express key beliefs e.g. the oneness of God and the oneness of humanity.</li> <li>▪ Pilgrimage, obligatory prayer and fasting. The Nineteen Day Feast and its importance to community life.</li> <li>▪ Explore the life of one or more famous Baha'i artists or musicians e.g. Dizzy Gillespie, Bernard Leach.</li> <li>▪ Investigate the importance and symbolism of Baha'i architecture e.g. at the Baha'i World Centre or Houses of Worship</li> </ul>	<p><b>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Describe how Baha'is express their beliefs in worship and art, making links with stories and texts</li> <li>▪ Make links between their own and Baha'i ways of expressing beliefs/ideas</li> </ul> <p><b>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Suggest meanings for a range of Baha' expressions of their beliefs in worship and art</li> <li>▪ Raise, and suggest answers to, questions about what inspires them and how they express their most important beliefs/ideas</li> </ul> <p><b>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Recognise and explain diversity in ways in which Baha'is express their beliefs in worship and art</li> <li>▪ Ask, and suggest answers to, questions about what inspires them and how they express their most important beliefs/ideas</li> </ul> <p><b>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ Interpret the significance of different expressions of beliefs within Baha'i worship and art</li> <li>▪ Use reasoning and examples to express insights into what inspires them and how they express their most important beliefs/ideas</li> </ul> <p><b>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Use appropriate evidence and examples to articulate personal and critical responses to the expression of Baha'i beliefs through worship and art</li> </ul>

## Appendix D Assessing Pupils' Progress (APP) Version of Level Descriptors

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

## Appendix D Assessing Pupils' Progress (APP) Version of Level Descriptors

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

## Appendix D Assessing Pupils' Progress (APP) Version of Level Descriptors

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
<b>4</b>	<ul style="list-style-type: none"> <li>▪ comment on connections between questions, beliefs, values and practices</li> <li>▪ describe the impact of beliefs and practices on individuals, groups and communities</li> <li>▪ describe similarities and differences within and between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>▪ gather, select, and organise ideas about religion and belief</li> <li>▪ suggest answers to some questions raised by the study of religions and beliefs</li> <li>▪ suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe how sources of inspiration and influence make a difference to themselves and others</li> <li>▪ apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives</li> <li>▪ suggest what might happen as a result of their own and others' attitudes and actions</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▪ make links between beliefs, stories and practices</li> <li>▪ identify the impacts of beliefs and practices on people's lives</li> <li>▪ identify similarities and differences between religions and beliefs"</li> </ul>	<ul style="list-style-type: none"> <li>▪ investigate and connect features of religions and beliefs</li> <li>▪ ask significant questions about religions and beliefs</li> <li>▪ describe and suggest meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify what influences and inspires them, and why</li> <li>▪ compare their own ideas and feelings about what pupils think is important</li> <li>▪ make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▪ retell religious, spiritual and moral stories</li> <li>▪ identify how religion and belief is expressed in different ways</li> <li>▪ identify similarities and differences in features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>▪ recognise that some questions about life are difficult to answer</li> <li>▪ ask questions about their own and others' feelings and experiences</li> <li>▪ identify possible meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>▪ respond sensitively and imaginatively to questions about their own and others' experiences and feelings</li> <li>▪ give a reason why something may be valued by themselves and others</li> </ul>

**Appendix D Assessing Pupils' Progress (APP) Version of Level Descriptors**

<b>Level</b>	<b>AF1 Thinking about religion and belief Pupils:</b>	<b>AF2 Enquiring, investigating and interpreting Pupils:</b>	<b>AF3 Reflecting, evaluating and communicating Pupils:</b>
<b>1</b>	<ul style="list-style-type: none"> <li>▪ recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>▪ recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify what they find interesting and puzzling in life</li> <li>▪ recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>▪ express their own experiences and feelings</li> <li>▪ identify what is important to themselves and may be important to others</li> </ul>

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