

PROGRAMMES OF STUDY

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

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

Attainment Target 1

Attainment Target 2

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

KS 1 - Christianity – Why is Jesus special to Christians?

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

Attainment Target 1

Attainment Target 2

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

Key Stage 1 - Christianity – Why is the Church a special place to Christians?

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

Attainment Target 1

Attainment Target 2

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

KS1 Christianity – Why is Easter a time of celebration for Christians?

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

Attainment Target 1

Attainment Target 2

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

Key Stage 1 Christianity – Why do Christians pray?

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

Attainment Target 1

Attainment Target 2

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

Key Stage 1 Christianity – Why is the Bible a Holy Book for Christians?

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

Attainment Target 1

Attainment Target 2

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

KS 1 Christianity How did Jesus show friendship to others?

In this unit children learn about the disciples and others who became Jesus' friends, even though others rejected them e.g. Zacchaeus.

Attainment Target 1

Attainment Target 2

Learning about Religion		Learning from Religion	
	Programme of Study How did Jesus show friendship to others?		Programme of Study How did Jesus show friendship to others?
Level 1	Level 1	Level 1	Level 1
I can recognise, name and recall elements of stories.	Children recall elements of several stories about the friends of Jesus from the Bible.	I can talk about experiences and feelings and about what is of value and concern to me.	Children can identify their own friends and how these friends have an influence on their lives.
Level 2	Level 2	Level 2	Level 2
I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings.	Children can retell several stories about the friends of Jesus from the Bible and suggest how these people had a special relationship with him.	I can ask questions. I can give views (I think because...). I respond sensitively to the ideas of others by expressing feelings and ideas.	Children can identify how and why friends are important to themselves and others.
Level 3	Level 3	Level 3	Level 3
I can make links between religious stories and beliefs.	Children can identify how Jesus helped those he met by being their friend.	I can ask important questions about beliefs and make links between my own and others' response.	Children can identify friends that influence themselves others. They can identify the attributes of a good friend, making links between their own and others' experience of friendship.

Key Stage 1-Christianity How do Christians care for others?

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

Attainment Target 1

Attainment Target 2

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

Key stage1 Christianity – Who were leaders in the Bible?

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

Attainment Target 1

Attainment Target 2

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

Key stage1 Judaism – What do Jews believe about God?

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

Attainment Target 1

Attainment Target 2

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

Key Stage 1-Judaism Why is the Synagogue a special place for Jews?

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

Attainment Target 1

Attainment Target 2

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

Key Stage 1 Judaism – Why is Moses a special person to Jews?

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

Attainment Target 1

Attainment Target 2

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

Key stage I Islam – Asking difficult questions – What do Muslims believe about God?

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

Attainment Target 1

Attainment Target 2

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

Key Stage 1-Islam – Why is a Mosque a special place for Muslims?

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

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

Attainment Target 1**Attainment Target 2**

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

Key Stage 1 Islam – Why is the Prophet Muhammad(pbuh) special to Muslims?

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

Attainment Target 1

Attainment Target 2

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

Key stage I Hinduism How is God worshipped in a Hindu home?

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

Attainment Target 1**Attainment Target 2**

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

Key Stage 1 Hinduism – which Stories are special to Hindus?

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

Attainment Target 1

Attainment Target 2

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

Key Stage 1 Hinduism – Why is the Mandir a special place for Hindus?

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

Attainment Target 1

Attainment Target 2

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

Key Stage I-Sikhism Special Places – Why is the Gurdwara a special place for Sikhs?

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

Attainment Target 1

Attainment Target 2

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

Key stage 1 Sikhism – Asking difficult questions – what do Sikhs think about God? Why is Guru Nanak a special person to Sikhs?

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

Attainment Target 1

Attainment Target 2

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

KSI Sikhism – Special Celebrations – Why do Sikhs celebrate Vaisakhi and Diwali?

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

Attainment Target 1

Attainment Target 2

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

Lower KS2 Christianity – How do Christians show their commitment to Jesus’ teaching?

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

Attainment Target 1

Attainment Target 2

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

Lower KS2 Christianity – How does the Church help Christians to worship?

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

Attainment Target 1

Attainment Target 2

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

Lower Key Stage 2 What do I believe about the idea of forgiveness and sacrifice explored by Christians at Easter?

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

Attainment Target 1		Attainment Target 2	
Learning about Religion	Programme of Study Christianity – Founder - Easter	Learning from Religion	Programme of Study Christianity – Founder – Easter
Level 2	Level 2	Level 2	Level 2
I can suggest meanings for religious symbols & identify how religion is expressed in different ways.	Children can identify some Christian symbols and suggest what meaning they have for Christians. They can identify some key concepts associated with the death and resurrection of Jesus. They can identify how Easter is celebrated in a different culture.	I can respond sensitively to my own and others’ experiences and feelings. I can recognise that some questions cause people to wonder and are difficult to answer.	Children can recognise that some questions raised by Christian belief in the death and resurrection of Jesus cause people to wonder and are difficult to answer.
Level 3	Level 3	Level 3	Level 3
I can describe some key features of religion, making links between beliefs & sources.	Children can describe and suggest meanings for some key Christian symbols associated with Easter, making links to gospel sources and Christian belief. They can describe how Easter is celebrated in different cultures.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
Level 4	Level 4	Level 4	Level 4
I can raise and suggest answers to questions and suggest meanings.	Children can show understanding of the significance of Jesus to Christians and some understanding of key concepts that relate to beliefs about him by describing their value to believers. They can describe in detail some similarities and differences in different cultural celebrations of Easter	I can raise and suggest answers to questions. I can apply my own, and others’ ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.

Lower KS2 Christianity – What do Christians believe about prayer?

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

Attainment Target 1

Attainment Target 2

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

o Lower KS2 Christianity – What is the Bible?

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

Attainment Target 1

Attainment Target 2

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

Lower Key Stage 2**Christianity – How do artists interpret the life of Jesus?**

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

Attainment Target 1**Attainment Target 2**

Learning about Religion	Programme of Study Christianity – Founder - Jesus in Art.	Learning from Religion	Programme of Study Christianity – Founder - Jesus in Art.
Level 2	Level 2	Level 2	Level 2
I can suggest meanings for religious symbols. I can identify how religion is expressed in different ways.	Children can use artists' work to retell stories about Jesus and can suggest why and how artists have expressed their ideas about the story.	I can respond sensitively to my own and others' experiences and feelings.	Children can talk about the feelings and ideas they have about an artist's portrayal of some stories/events about Jesus.
Level 3	Level 3	Level 3	Level 3
I can ask important questions about religion and beliefs.	Children can describe how some artists have portrayed Jesus. They identify the impact of faith/belief in the religious expression of artists.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
Level 4	Level 4	Level 4	Level 4
I can raise and suggest answers to questions and meanings.	Children can explain how artists have made a personal response to the significance of Jesus for themselves and others.	I can raise and suggest answers to questions I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.

Lower KS2 Christianity – What symbols are important in the Christmas story?

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

Attainment Target 1

Attainment Target 2

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

Lower KS2 Christianity What do the Parables of Jesus teach us?

In this unit children will learn about some of the parables that Jesus told and the teaching within them and its significance for Christians.

They will reflect upon stories that have meaning for them.

Attainment Target 1**Attainment Target 2**

Learning about Religion	Programme of Study Parables	Learning from Religion	Programme of Study Parables
Level 2	Level 2	Level 2	Level 2
I can identify some features of religion and its importance for some people. I can re-tell stories and suggest meanings.	Children can retell some of the parables and suggest meanings for the stories.	I can identify what influences me, making links between my own and others' experience. I can recognise that some questions cause people to wonder and are difficult to answer.	Children can raise questions about the mystery and meaning of the story and about the values it promotes.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believers' lives.	Children can make links between the parables and Christian beliefs about the Kingdom of God.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between values and commitments expressed in the parables and their own values and commitments.
Level 4	Level 4	Level 4	Level 4
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe some of the teaching of the parables. They can suggest meanings for the symbolism in the stories.	I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can suggest why the parables are significant for Christians today and suggest how values expressed in the parables might be shared values with other faiths.

Upper Key Stage 2**Christianity – What do the Gospel writers tell us about the life of Jesus?**

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

Attainment Target 1**Attainment Target 2**

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

Upper KS2 Christianity – How and why do Christians believe they are responsible for the earth and its resources?

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

Attainment Target 1

Attainment Target 2

Learning about Religion	Programme of Study Creation/Stewardship	Learning from Religion	Programme of Study Creation/Stewardship
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links between beliefs and religious stories.	Children can make links between the stories they have heard and the actions of Christians they have learnt about.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can raise questions about the lifestyle and commitments of Christians and compare and contrast these with their own ideas and values.
Level 4	Level 4	Level 4	Level 4
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe how and why Christians act as they do with reference to Biblical stories and teaching, recognising that there are sometimes differences between how Christians choose to live.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can describe how Creation stories address questions of meaning, purpose, truth and commitment and give their own ideas on the issues raised.
Level 5	Level 5	Level 5	Level 5
I can explain the impact of beliefs on individuals and communities and the challenges of belonging to a religion.	Children can explain how religious sources are used to answer questions about the environment and how these ideas impact on the lives of some believers. Children understand how beliefs and values about the environment are often shared values with those of many faiths and none.	I can ask and suggest answers to questions of meaning, purpose, truth, values and commitments. I can explain what inspires and influences me.	Children can express their own concerns about the environment, explaining how they might take some responsibility for these. They can explain the challenges this raises for their own and others' lifestyles.

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

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

Attainment Target 1

Attainment Target 2

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

Upper Key Stage 2**Christianity – How do Christians worship?**

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

Attainment Target 1**Attainment Target 2**

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

Upper Key Stage 2**Christianity – Ultimate Questions –Why do people believe in God?**

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

Attainment Target 1**Attainment Target 2**

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

Upper Key Stage 2**Christianity – What do Christians believe happened at Easter?**

In this unit children will learn about the Christian belief in the resurrection of Jesus, exploring different Gospel accounts. They will reflect on their own and others' ideas about what happens after death.

Attainment Target 1**Attainment Target 2**

Learning about Religion	Programme of Study Christianity – Founder - Easter	Learning from Religion	Programme of Study Christianity – Founder – Easter
Level 3	Level 3	Level 3	Level 3
I can describe some key features of religion, making links between beliefs & sources.	Children can describe and suggest meanings for some key Christian passages from the Gospels associated with the resurrection, making links between Gospel sources and Christian belief.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of the resurrection of Jesus for themselves and others.
Level 4	Level 4	Level 4	Level 4
I can raise and suggest answers to questions and suggest meanings.	Children can show understanding of the significance of Jesus to Christians and some understanding of the key concept of the resurrection to Christians.	I can raise and suggest answers to questions. I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus' resurrection and suggest appropriate answers to these questions.
Level 5	Level 5	Level 5	Level 5
I can explain my responses to religious concepts.	Children have detailed knowledge and understanding of how Christians express their belief in the unique significance of Jesus. They can explain how the gospels provide answers to Christians about how they should live their lives and about what happens after death.	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can explore the importance of the resurrection to Christians and can reflect on their own ideas and those of others on questions about life and death.

Lower KS2 Judaism – How do Jews worship in the Synagogue and observe their faith in the home?

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

Attainment Target 1**Attainment Target 2**

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

Lower KS2 Judaism – Why is the Torah sacred to Jews? And how does it express the Covenant between God and Abraham?

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

Attainment Target 1

Attainment Target 2

Learning about Religion	Programme of Study The Torah, the Covenant, Shavuot	Learning from Religion	Programme of Study The Torah, the Covenant, Shavuot
Level 2	Level 2	Level 2	Level 2
I can use some religious words and phrases to identify features of religion and its importance for some people.	Children can identify some stories/rules etc. from the Torah saying why these are important to Jewish people. They will identify practices associated with respect given to the Torah in the synagogue and the home.	I can ask questions about my own and others' experiences and feelings. I can recognise my own values and those of others.	Children can talk about the importance of promises to them. They can talk about some of their own ideas about right and wrong and what influences their own decisions.
Level 3	Level 3	Level 3	Level 3
I can describe some key features, making links between beliefs and sources. I can begin to identify the impact religion has on believers' lives.	Children can describe why the Torah is important in Jewish life.	I can identify what influences me, making links between my own and others' experience.	Children can describe some ways in which they are influenced, making links between their own commitments and those of others.
Level 4	Level 4	Level 4	Level 4
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can describe the impact of religion on believers' lives.	Children can describe the impact of the Torah on believers' lives showing understanding of the authority of the Torah to Jews and the significance of the Covenant. They can make links between the teaching in the Torah and Jewish belief and practice.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can describe what holds authority for them and how this makes a difference to their values and beliefs.

Lower KS2 What Festivals are important to Jews?

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

Attainment Target 1

Attainment Target 2

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

Lower KS2 Islam – How is the Mosque the centre of the Islamic community?

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

Attainment Target 1**Attainment Target 2**

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

Lower KS2 Islam – How do Muslims show commitment to the Five Pillars?

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

Attainment Target 1

Attainment Target 2

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

Lower KS2 Islam – How was the Qu’ran revealed to the Prophet Muhammad(pbuh)?

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

Attainment Target 1

Attainment Target 2

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

Lower KS2 Hinduism – What do Hindus believe about God?

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

Attainment Target 1**Attainment Target 2**

Learning about Religion	Programme of Study What is God like in Hinduism?	Learning from Religion	Programme of Study What is God like in Hinduism?
Level 2	Level 2	Level 2	Level 2
I can use religious words to identify some features of religion.	Children can retell some Hindu stories showing simple knowledge and understanding of the attributes of the deities and how these relate to the concept of one God.	I can talk, ask and respond sensitively to questions about the nature of God.	Children can express their ideas about God.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe some key feature. I can identify the impact religion has. I can make links between beliefs and prayer.	Children can begin to identify how symbolic representations of the powers and qualities of God are seen in eg. Vishnu, Shiva and Ganesha.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can identify some questions they would like to ask a Hindu about their beliefs making links with their own response to the concept of God.
Level 4	Level 4	Level 4	Level 4
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe how the powers and qualities of God are represented in the lives and actions of Rama, Krishna and Ganesha.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can suggest answers to the question of why some people believe in God.

Lower KS2 Hinduism – How do Hindus worship and celebrate in the home and Mandir?

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

Attainment Target 1**Attainment Target 2**

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

Lower KS2 Hinduism – What do Hindus believe about life after death

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

Attainment Target 1

Attainment Target 2

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

Lower KS2 Sikhism – Why do Sikhs Wear the 5Ks?

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

Attainment Target 1

Attainment Target 2

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

Lower KS2 Sikhism How and why are the Gurus important to Sikhs?

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

Attainment Target 1**Attainment Target 2**

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

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

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

Attainment Target 1**Attainment Target 2**

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

Upper Key Stage 2**Why do people go on Pilgrimage?**

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

Attainment Target 1**Attainment Target 2**

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

Upper Key Stage 2 What are the similarities/differences in the way that faith is expressed in different religions?

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

Attainment Target 1

Attainment Target 2

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

Key stage 3 – Buddhism - Why is there suffering?

Students will learn about the life of the Buddha, his discovery about how to overcome unhappiness and suffering, his renunciation, enlightenment, compassion and wisdom. They will learn about wisdom and compassion in Buddhist teaching and the purpose of meditation. They will reflect on their own understanding of the causes of suffering.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of elements of the story of the Buddha's search for meaning. Students know that Buddhists emphasise that the Buddha was a man and a supreme example and not a god.		Entry Students are able to talk and ask questions about some experiences which cause people to wonder and question (e.g. Why is the world full of pain? Do we bring suffering on ourselves?) They can make links between their own values and those of others.	
Level 4	Level 4 Buddhism - Suffering	Level 4	Level 4 Student Response
Students use a developing vocabulary to describe and show understanding of sources, beliefs.	Students are able to describe in more detail the significance of the Buddha's search for meaning and purpose in life, achieving enlightenment by thought and meditation.	Students raise and suggest answers to questions of meaning, truth, values and commitments. They apply their ideas to their own and others' lives. They describe what influences them.	Students can raise and suggest answers to questions in connection with suffering (e.g. Why do people suffer? What do I think of the answers offered by the Buddha?) They can apply their own ideas to questions of suffering.
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities They explain how religious sources are used to provide answers to	Students are able to explain, demonstrating detailed knowledge and understanding, how the Buddha became enlightened, his discovery of Anicca, Dukkha and Anatta (the three marks of life) and his response to suffering.	Students ask and suggest answers to questions of identity, belonging , meaning and purpose, truth, values, commitments, relating them to their own and others' lives. They express their own and	Students are able to explore key questions in relation to the issue of human suffering. They can review, conclude and express their own views and those of others, including those belonging to a faith community (e.g. if there is a god why do humans suffer?).

ultimate questions and ethical issues.		other views on the challenges of belonging to a religion.	
Level 6	Level 6	Level 6	Level 6
Students use religious vocabulary to give informed accounts of religions and beliefs. They interpret sources, explaining the reasons that are used to provide answers to ultimate questions and ethical issues.	Students are able to offer critical analysis of Annica, Dukkha and Anatta and the four Noble Truths.	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and other's views on questions of meaning and truth. They consider the challenges of belonging to a religion.	Students are able to produce a reasoned argument in response to their own and other's attitudes and beliefs about the issue of suffering.

Key stage 3 – Buddhism -Actions

Students will learn Karma, Nirvana and about how Buddhists try to practise the teachings of the Buddha. They will make links between their own values and how they choose to live their lives.

Attainment Target 1**Attainment Target 2**

Entry Students are able to demonstrate simple knowledge and understanding of elements of key Buddhist teaching e.g. Dana (generosity), Sila (moral conduct), Karma, Nirvana (life as cyclical).		Entry Students are able to make links between their own behaviour and the consequences of their behaviour. Students are able to respond sensitively to a Buddhist teaching on behaviour e.g. does what I do now affect what happens in the future?	
Level 4	Level 4 Buddhism - Actions	Level 4	Level 4 Student Response
Students use a developing vocabulary to describe and show understanding of sources, beliefs, practices, feelings and experiences. They can make links between them and describe similarities and differences both within and between religions. They can describe the impact of religion on people's lives.	Students are able to describe in more detail the impact for Buddhists of key teachings (e.g. Karma, Sila and Nirvana.)	Students raise and suggest answers to questions of meaning, truth, values and commitments. They apply their ideas to their own and other's lives. They describe what influences and inspires them.	Students are able to reflect on and apply to their own and other's lives the way in which choices and decisions may have moral implications (e.g. does every action have a consequence- is the consequence immediate / long term?) Students are able to raise and suggest answers to a range of questions in relation to several Buddhist teachings on life and death.

Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.	Students are able to explain, by demonstrating detailed knowledge and understanding, the way in which Buddhists express ideas about life and rebirth (e.g. wheel of life, life as cyclical, the Six Realms).	Students ask and suggest answers to questions of identity, belonging, meaning and purpose, truth, values, commitments, relating them to their own and others' lives. They explain what inspires and influences them. They express their own and other views on the challenges of belonging to a religion.	Students are able to review, conclude and express their own beliefs and ideas in connection with death in the light of other people's beliefs and ideas, including those belonging to a faith community(e.g. life as linear, life as cyclical, life as brute fact, life after death, reincarnation).
Level 6	Level 6	Level 6	Level 6
Students use religious/ philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity between them. They explain why the impact of religions and beliefs on communities varies. They interpret sources, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression	Students are able to evaluate the effect on doctrine of the geographical spread of Buddhism (e.g. Theravada, Mahyana).	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and others' views on questions of meaning and truth. They consider the challenges of belonging to a religion.	Students are able to evaluate Buddhist perspectives on liberation(e.g. Do people suffer as the consequences of action? Are consequences always negative? Why do the wicked prosper? Is liberation the result of devotion, action, knowledge? Does Buddhism provide answers?)

Key stage 3 - Buddhism—Teachings

Students will learn about key Buddhist teachings and relate them to their own questions about meaning and purpose in life.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of elements of the Eightfold Path.		Entry Students are able to talk and ask questions about issues connected with Buddhist teachings (e.g. should I be kind? Does it matter what I say and do? What is a good life?) They can make links between their own values and those of others.	
Level 4	Level 4 Buddhism - Teachings	Level 4	Level 4 Student Response
Students use a developing vocabulary to describe and show understanding of sources, beliefs.	Students are able to describe in more detail the significance for Buddhists of the Eightfold Path using appropriate religious vocabulary	Students raise and suggest answers to questions of meaning, purpose, truth, values and commitments. They apply their ideas to their own and others' lives. They describe what influences them.	Students are able to raise and suggest answers to a range of questions in relation to their own and others' search for meaning and purpose in life, including the search of those who belong to a faith community(e.g. Does life have a meaning? Does Buddhism offer answers/solutions?)
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities They explain how religious sources are used to provide answers to	Students are able to explain, demonstrating detailed knowledge and understanding, the impact of the teaching of the Eightfold Path on the everyday life of a Buddhist (e.g. Metta, Five Precepts and Meditation).	Students ask and suggest answers to questions of identity, belonging, meaning and purpose, truth, values, commitments, relating them to their own and others' lives. They express their own and	Students are able to explore key questions in relation to the Eightfold Path. They can review, conclude and express a range of responses to questions (e.g. Can humans cultivate an attitude of loving kindness? What is anger? Can attitude and speech cause harm? Is there value in

ultimate questions and ethical issues		other views on the challenges of belonging to a religion, meditation?)	
Level 6	Level 6	Level 6	Level 6
Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources, explaining the reasons that are used to provide answers to ultimate questions and ethical issues.	Students are able to critically analyse the impact of the Eightfold Path on the life of a Buddhist (e.g. is the Eightfold Path achievable?)	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and others' views on questions of meaning and truth. They consider the challenges of belonging to a religion focusing on values and commitments.	Students are able to consider the challenges of the application of Buddhist teachings for their own and others' lives (e.g. Eightfold Path).

Key Stage 3 – Buddhism – The Sangha

Students will learn about the sangha, the life of lay Buddhists and their commitment to practise dharma, to develop loving kindness and compassion, support the sangha, accumulate merit and practise ethical living. They will learn about the additional responsibilities of those who are ordained as monks and nuns. Students will raise their own questions about the way in which they and others choose to live their lives in the light of their learning.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of a Buddhist Sangha and the life of a Buddhist monk, nun, and layperson. Students know that Buddha is seen as a supreme example to followers and not worshipped as a god (e.g. statues of Buddha, shrine room, garden)		Entry Students are able identify and talk about people, artefacts, places that influence them and are able to respond sensitively to the ideas of others including those belonging to a faith community.	
Level 4	Level 4- The Sangha	Level 4	Level 4- Student response
Students use a developing vocabulary to describe and show understanding of sources, practices beliefs and ideas, feelings and experiences. They describe the impact of religion on people's lives.	Children are able to describe in more detail the symbolic meanings of the main features of a Buddhist Sangha for monks, nuns, lay people (e.g. statues of Buddha, shrine room, stupa, meditation hall, garden, Vinaya).	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and other's lives. They describe what inspires and influences them.	Students are able to share what is inspiring and of value to them and to others and how such values are expressed e.g. by membership of a faith community, club, organisation, and through symbols. Students are able to raise and suggest answers to a range of questions in connection with Buddhist community life of monks, nuns and lay people.
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals and communities. They explain how religious sources are used to provide answers to	Students are able to explain, demonstrating detailed knowledge and understanding, the Buddhist teachings, ideas and principal practices associated with meritorious work (e.g. Dana Metta, chanting, recitation of scriptures and meditation).	Students ask, and suggest answers to questions of identity, belonging, meaning and purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and	Students are able to review, conclude and express their values and commitments in the light of Buddhist values (e.g. non-violence and loving kindness, generosity, choosing to belong to a community).

ultimate questions and ethical issues.		influences them, expressing their own and others' views on the challenges of belonging to a religion.	
Level 6	Level 6	Level 6	Level 6
Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret the significance of different forms of religious, spiritual and moral expression.	Students are able to evaluate the Buddhist practices of meditation and meritorious work.	Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.	Students are able to evaluate the powerful emotions associated with worship, both for self and others, religious and secular. Students are able to evaluate how the beliefs and daily practices of Buddhism might be applied to a range of their own and others experiences (e.g. why be generous?)

Key stage 3- Christianity—Sacred Literature –The Bible

In this unit students will learn about the nature and significance of the Bible for Christians e.g. as the revealed word of God, as a source of authority, and as containing various types of literature. They will learn how Christians interpret the Bible in different ways. They will make their own response to selected biblical material.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of the importance of the Bible to Christians and can identify the impact of biblical teachings on the life of Christians. Students know the key features of the Bible (e.g. Old and New Testament divide, key stories and characters).		Entry Students are able to identify different ways in which human beings choose to communicate and consider why it is important to be able to communicate effectively (e.g. email, body language, listening skills; what do I think of the Bible?)	
Level 4	Level 4 The Bible	Level 4	Level 4 Student response
Students use a developing vocabulary to describe and show understanding of sources, beliefs. They suggest meanings for a range of forms of religious expression.	Students are able to describe in more detail the significance of the authority of the Bible to Christians. They are able to describe in more detail the meanings and use of the different literacy styles within the Bible (e.g. historical writings, prophecy, poetry, metaphor, literal truth).	Students raise and suggest answers to questions of meaning, truth, values and commitments. They apply their ideas to their own and others' lives. They describe what influences them.	Students are able to apply their own and others' ideas on the different ways in which they and others choose to communicate, including gestures and audiences for writing (e.g. biography, reporting, persuasion). Students are able to suggest reasons for the value placed on a holy book by a faith community and by society. They can share what inspires them.
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.	Students are able to explain, demonstrating detailed understanding, the reasons for similarity and difference within the Bible in the way in which one principal religious or idea is expressed (e.g. trace the relationship between humans and God, images of the Kingdom of God, the nature of God, the Messiah).	Students ask and suggest answers to questions of identity, belonging, meaning and purpose, truth, values, commitments, relating them to their own and others' lives. They explain what inspires or influences them.	Students are able to explore how they might best express their own important ideas and commitments through writing and symbol. Students can review, conclude and express their own views in relation to a principal religious belief or idea expressed in the Bible.

Level 6	Level 6	Level 6	Level 6
Students use religious vocabulary to give informed accounts of religions and beliefs. They interpret sources, explaining the reasons that are used to provide answers to ultimate questions and ethical issues.	Students are able to offer a critical analysis of a principal religious belief contained within the Bible.	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and others' views on questions of meaning and truth. They consider the challenges of belonging to a religion.	Students are able to produce a reasoned argument in response to a principal religious belief or idea.

Key stage 3 - Christianity – Environment

Students will learn about how Christian values are reflected in social action and local, national and global issues about the environment. They will raise their own concerns and consider their own values and attitudes in the light of Christian teaching about stewardship.

Attainment Target 1		Attainment Target 2	
Entry Students are able to demonstrate simple knowledge and understanding of religious teaching connected with nature and the environment (e.g. humans are told to care for the planet.)		Entry Students are able to ask questions and make connections between their own values and attitudes and behaviour (e.g. what do I think is important? How do I show this is important? How do I care for the planet?)	
Level 4	Level 4 Christian Teaching about the Environment	Level 4	Level 4 Student response
Students use a developing vocabulary to describe and show understanding of sources, beliefs. They can describe the impact of religion on people's lives.	Students are able to describe in detail the significance to believers of religious teachings connected with nature and the environment (e.g. stewardship).	Students raise and suggest answers to questions of meaning, truth, values and commitments. They apply their ideas to their own and others' lives. They describe what influences them.	Students are able to raise questions and suggest answers to questions in connection with the way in which their own and other' choices and decisions about nature and the environment have moral implications. Students can apply their own and others ideas to moral questions, including answers given by a faith community.
Level 5	Level 5	Level 5	Level 5
Students use a wide religious vocabulary to explain the impact of beliefs on individuals /communities. They explain how religious sources are used to provide answers to ethical issues.	Students are able to explain, demonstrating detailed knowledge and understanding, key biblical teachings connected with nature and the environment. Students are able to explain the impact of these teachings on the lives of Christians and their community.	Students ask / suggest answers to questions of values/ commitments. They explain what inspires and influences them. They express views on the challenges of belonging to a religion.	Students are able to review, conclude and express their values and commitments in connection with nature and the environment and review them in the light of other people's values and commitments, including those of a faith community (e.g. stewardship, rights, responsibilities).

Level 6	Level 6	Level 6	Level 6
Students use religious vocabulary to give informed accounts of religions and beliefs. They interpret sources, explaining the reasons that are used to provide answers to ultimate questions and ethical issues.	Students are able to offer critical analysis of the beliefs and teachings and life style of Christians in relation to the issue of nature and the environment.	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and others' views on questions of meaning and truth. They consider the challenges of belonging to a religion.	Students are able to produce a reasoned argument in response to their own and others' beliefs and ideas about nature and the environment including those of a faith community.

Key Stage 3 – What do Christians believe about Death?

Students will learn about Christian attitudes to death and life after death and how these hopes and expectations are expressed in the words of a Christian funeral service. They will explore some human attitudes and reactions to life and death and make their own response to these.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of key features of a Christian funeral service and the Christian belief in life after death.		Entry Students are able to respond sensitively to their own and others questions and ideas about death which they find interesting or puzzling including the beliefs and ideas of those belonging to a faith community	
Level 4	Level 4-Christian belief about death	Level 4	Level 4-Student response
Students use a developing vocabulary to describe and show understanding of sources, practices, beliefs and ideas, feelings and experiences. They describe the impact of religion on people's lives.	Children are able to describe in more detail key Christian beliefs about life after death and how these meanings are expressed in funeral practices (e.g. resurrection of the body).	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others' lives. They describe what inspires and influences them.	Students are able to describe human attitudes to death (e.g. all humans face loss, grief, sorrow, remorse). Students are able to raise and suggest answers to a range of questions in relation to death and dying, recognising that responses may vary, including the response of those belonging to a faith community (e.g. is there life after death?).
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They explain how religious sources are used to provide answers to ultimate questions.	Students are able to explain how some of the key beliefs of Christianity have an impact on a believer's view of life after death (e.g. Jesus' death and resurrection, heaven/hell, second coming, judgement).	Students ask, and suggest answers to questions of identity, belonging, meaning and purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and other views on the challenges of belonging to a religion.	Students are able to review, conclude and express their own views on the impact that beliefs and ideas about death and dying may have on their own and others' behaviour, including those of a faith community (e.g. mourning, funeral practices, cryogenics, near death experiences).

Level 6	Level 6	Level 6	Level 6
<p>Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals and communities varies. They interpret sources and arguments, explaining why different traditions provide different answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.</p>	<p>Students are able to offer a critical analysis of Christian beliefs about death and life after death and Christian beliefs connected with this (e.g. judgement, forgiveness, belief in heaven/hell).</p>	<p>Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p>	<p>Students are able to produce a reasoned argument in response to human experience and religious teaching on death.</p>

KS3 – Christian Symbol

Students learn about how Christian belief is expressed through the use of symbolism in art, architecture, music, hunger cloths, icons, church buildings, and contemporary Christian music. They will reflect upon the significance of these symbols for Christians and make their own response to the power of symbols that are significant to them.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of several Christian artefacts and symbols		Entry Students are able to identify several different ways in which they and others communicate, including those belonging to a faith community (e.g. use of symbol, sign language, Braille).	
Level 4	Level 4 Christian Symbol	Level 4	Level 4 Student Response
Students use a developing vocabulary to describe and show understanding of sources, practices beliefs and ideas, feelings and experiences. They describe the impact of religion on people's lives.	Children are able to describe in more detail the meanings of Christian artefacts and uses of symbolism within the Christian church (e.g. cross, genuflection, holy water, clothes and colour, WWJD bands, dove, fish).	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others' lives. They describe what inspires and influences them.	Students can describe how many human experiences are shared ones and apply their own and others' ideas on the ways in which humans communicate with each other, including those belonging to a faith community (e.g. use of symbol).
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive Christian beliefs and suggest possible reasons for this. They recognise diversity in forms of religious/moral expression.	Students are able to explain the reasons for similarities and difference in some of the ways in which the Christian church (e. g. Church of England, Catholic, Orthodox, Baptist, House church, Quakers) express their principal beliefs and ideas through the use of symbol (e.g. interpretations of the Eucharist, role of Mary, Holy Spirit.)	Students ask, and suggest answers to questions of identity, belonging, meaning and purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.	Students are able to review, conclude and express their own views and those of others on the power and limitations of both religious and secular forms of communications (e.g. to persuade, to express mystery, to interpret).

Level 6	Level 6	Level 6	Level 6
<p>Students use religious and philosophical vocabulary to give informed accounts of beliefs, explaining the reasons for diversity within Christianity. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to important questions. They interpret the significance of different forms of religious, spiritual and moral expression.</p>	<p>Students are able to explain how and why different denominations interpret Christian beliefs (e.g. role of the Eucharist, role of Mary).</p>	<p>Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p>	<p>Students are able to evaluate the differing Christian perspectives on a range of issues (e. g. Eucharist) giving reasoned responses for such differences.</p>

Key stage 3 - Christianity Miracles

Attainment Target 1

Attainment Target 2

Entry Students are able to show through description simple knowledge of the Christian belief in the miraculous (e.g. one of Jesus' miracles, modern-day healing)		Entry Students are able to talk about their own values and ideas on the miraculous and listen to and ask questions about the views and ideas of others, including those belonging to a faith community.	
Level 4	Level 4 Miracles	Level 4	Level 4 Student response
Students use a developing vocabulary to describe and show understanding of sources, beliefs, practices, feelings and experiences. They can make links between them and describe similarities and differences both within and between religions. They can describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.	Students are able to describe in more detail the similarity and difference in different interpretations of miraculous events (e.g. feeding the five thousand, resurrection of Jesus, virgin birth).	Students raise and suggest answers to questions of meaning, truth, values and commitments. They apply their ideas to their own and others' lives. They describe what influences and inspires them.	Students are able to raise and suggest answers to a range of questions in relation to their own and other people's beliefs about the miraculous, recognising that responses may vary, including the responses of those belonging to a faith community (e.g. do miracles happen / what is a miracle?).
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to a religion. They	Students are able to explain how belief in the miraculous may have an impact on the lives of believers (e.g. pilgrimage to Lourdes, Christian healing).	Students ask and suggest answers to questions of identity, belonging, meaning and purpose, truth, values, commitments, relating them to their own and others' lives. They explain what inspires and influences them. They	Students are able to explore key questions in relation to the miraculous and review, conclude and express their own views on how and why belief affects behaviour (e.g. need for healing, search for God, search for personal meaning).

understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.		express their own and other views on the challenges of belonging to a religion.	
Level 6	Level 6	Level 6	Level 6
Students use religious/ philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity between them. They explain why the impact of religions and beliefs on communities varies. They interpret sources, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues they interpret the significance of different forms of religious, spiritual and moral expression.	Students are able to offer critical analysis of key religious beliefs connected with the miraculous.	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and others' views on questions of meaning and truth. They consider the challenges of belonging to a religion.	Students are able to consider challenges to a range of religious and secular responses to questions about the miraculous, offering their own reasoned answers and ideas.

Key Stage 3 Hinduism – Sacred Literature

Students will learn about some texts from scriptures - The Vedas, the Upanishads, the Bhagavad Gita, the Ramayana, the Puranas illustrating key beliefs and how they are used by adherents. They will raise their own questions about concepts expressed and make their own response to Hindu sacred literature.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge of elements of key stories from Hindu sacred texts (e.g. Rama and Sita) and their importance for Hindus.		Entry Students are able to ask/respond sensitively to their own and others' questions and ideas raised by Hindu stories, which they find interesting or puzzling (e.g. Rama and Sita - does good always conquer?)	
Level 4	Level 4-Hindu Sacred Literature	Level 4	Level 4-Student response
Students use a developing vocabulary to describe / show understanding of sources, practices, beliefs and ideas, feelings and experiences. They describe the impact of religion on people's lives.	Children are able to describe in more detail the meanings of Hindu sacred writings (e.g. the Bhagavad Gita, the Mahabharata, the Vedas, the story of Rama and Sita - good, evil, loyalty, jealousy, hate, love) and their impact on believers.	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others' lives. They describe what inspires and influences them.	Students are able to raise and suggest answers to a range of questions in relation to Hindu sacred writings. Students are able to apply their own and others' ideas on the value of Hindu teachings for themselves and others (e.g., loyalty, goodness, evil.)
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals and communities. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious/moral expression.	Students are able to explain, demonstrating detailed knowledge and understanding, the impact of Hindu teachings, beliefs and commitments to the lives of individuals and communities (e.g. pilgrimage, Ganges, death, reincarnation, avatars of Vishnu).	Students ask, and suggest answers to questions of identity, belonging, meaning and purpose and truth, values and commitments, relating them to their own and others lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.	Students are able to review, conclude and express their values and commitments in the light of other people's values and commitments including those of the Hindu faith community.

Level 6	Level 6	Level 6	Level 6
<p>Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals and communities varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide ultimate answers to ultimate questions and ethical issues.</p>	<p>Students are able to evaluate how religious belief makes a difference to the lives of individuals and communities (e.g. pilgrimage).</p>	<p>Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments</p>	<p>Students are able to evaluate their own and others' values and commitments and the impact of such commitments on their own and others' lives, including those belonging to faith community</p>

Key Stage 3 – Hinduism - Expressions of Worship

Students will learn about worship in the home and mandir. They will reflect on the human need to worship and celebrate and their own experiences of worship.

Attainment Target 1		Attainment Target 2	
Entry Students are able to demonstrate simple knowledge by identifying the key elements of Hindu worship in the home and mandir.		Entry Students are able to talk about their own experience of worship and celebration and respond sensitively to the ideas of others, including those belonging to a faith community.	
Level 4	Level 4 Hindu Worship	Level 4	Level 4 Student Response
Students use a developing vocabulary to describe and show understanding of sources, practices, beliefs and ideas, feelings and experiences. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.	Children are able to describe in more detail the meanings of worship in the home and mandir, Murti ceremony, bhajan (singing), Kirtan, havan (sacred fire), pravachan (sermon).	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others' lives. They describe what inspires and influences them.	Students are able to raise and suggest answers to a range of questions about a human need to worship and celebrate.
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals and communities. They explain how religious sources are used to provide answers to ultimate questions and ethical issues,	Students are able to explain, demonstrating detailed knowledge and understanding, the impact of Hindu beliefs and teachings on the practices associated with worship and celebration (e.g. Holi, Navaratri, Shivaratri, Dassehra, Ramnavami, Janmashtami)	Students ask, and suggest answers to questions of identity, belonging, meaning and purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and	Students are able to explain how some human experiences are shared and review, conclude and express their own understanding of the value and purpose of worship and celebration in the light of the experiences of others, including those belonging to the Hindu faith community.

recognising diversity in forms of religious/moral expression.		other views on the challenges of belonging to a religion.	
Level 6	Level 6	Level 6	Level 6
Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They explain why the impact of religions and beliefs on individuals and communities varies. They interpret the significance of different forms of religious, spiritual and moral expression.	Students are able to offer a critical analysis of the key religious beliefs connected with Hindu worship and celebration.	Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose, truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.	Students are able to evaluate the powerful emotions associated with worship and celebration for self and for others, religious and secular.

Key stage 3-Hinduism What do Hindus believe about death?
Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of the key features of Hindu funeral practices.		Entry Students are able to make links between their own behaviour and the consequences of their behaviour. Students are able to respond sensitively to a Hindu teaching on behaviour (e.g. does what I do now affect what happens in the future?)	
Level 4	Level 4 What do Hindus believe about death?	Level 4	Level 4 student response
Students use a developing vocabulary to describe and show understanding of sources, beliefs, practices, feelings and experiences. They can make links between them and describe similarities and differences both within and between religions They can describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.	Students are able to describe in more detail the meaning for Hindus of funeral practices and rituals.	Students raise and suggest answers to questions of meaning, truth, values and commitments. They apply their ideas to their own and others' lives. They describe what influences and inspires them.	Students are able to reflect on and apply to their own and others' lives the way in which choices and decisions may have moral implications (e.g. does every action have a consequence- is the consequence immediate / long term?) Students are able to raise and suggest answers to a range of questions in relation to several Hindu teachings on life and death.
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to a religion. They	Students are able to explain, demonstrating detailed knowledge and understanding, the impact of teachings on Karma, Samara, Moksha and Atman for the Hindu faith community.	Students ask and suggest answers to questions of identity, belonging, meaning and purpose, truth, values, commitments, relating them to their own and others' lives. They explain what inspires	Students are able to review, conclude and express their own beliefs and ideas in connection with death in the light of other people's beliefs and ideas, including those belonging to a faith community (e.g. life as linear, life as cyclical, life as brute fact, life after death, reincarnation).

understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.		and influences them. They express their own and other views on the challenges of belonging to a religion.	
Level 6	Level 6	Level 6	Level 6
Students use religious/ philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity between them. They explain why the impact of religions and beliefs on communities varies. They interpret sources, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.	Students are able to evaluate some of the ways in which belief affects the life of a Hindu (e.g. the Three Paths to liberation, Bhakti, Karma and Jnana).	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and others' views on questions of meaning and truth. They consider the challenges of belonging to a religion.	Students are able to evaluate Hindu perspectives on liberation (e.g. do people suffer as the consequences of action? Are consequences always negative? Why do the wicked prosper? Is liberation the result of devotion, action, knowledge? Does Hinduism provide answers?)

Key stage 3-Hinduism—What is God Like in Hinduism?

In this unit students will learn about some central beliefs about God, about Brahman as the impersonal, formless, absolute and supreme being, that god is worshipped in diverse forms, the concept of avatar, especially the incarnation of Vishnu. They will make their own response to these ideas and express their own thoughts and feelings about the existence, nature and purpose of God.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of the character and role of several Hindu gods (Laksmi: goddess of wealth Shiva: creator and destroyer.)		Entry Students are able to talk about their own ideas concerning the characteristics of God and ask questions and listen to the views and ideas of others, including those belonging to a faith community. They can make links between their own values and those of others.	
Level 4	Level 4 Hindu ideas about God	Level 4	Level 4 Student response
Students use a developing vocabulary to describe and show understanding of sources, beliefs.	Students are able to describe in more detail some key Hindu beliefs and ideas about Brahman, the ultimate reality e.g. Brahman is worshipped in diverse forms: Brahma, Shiva, Vishnu.	Students raise and suggest answers to questions of meaning, truth, values and commitments. They apply their ideas to their own and others' lives. They describe what influences them.	Students are able to raise and suggest answers to arrange of questions in relation to their own and others ideas about God including those of Hindus (e.g. what might God be like?-character, nature , existence) they can apply their own ideas to the question of what god may be like.
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They explain how religious sources are	Students are able to explain demonstrating detailed knowledge and understanding of the Hindu concept that Brahman, the ultimate reality, is found in all living beings. Students are able to explain the impact of this belief on the attitudes of the faith community (e.g. to the environment).	Students ask and suggest answers to questions of identity, belonging, meaning and purpose, truth, values, commitments, relating them to their own and others' lives. They express their own and	Students are able to explore the impact of religious experience and the believer's choice to have faith in God. They can review, conclude and express their own views e.g. is there a need for a God? Why do some people believe? What do I think of the impact of Hindu belief on

used to provide answers to ultimate questions and ethical issues.		other views on the challenges of belonging to a religion.	behaviour?
Level 6	Level 6	Level 6	Level 6
Students use religious vocabulary to give informed accounts of religions and beliefs. They interpret sources, explaining the reasons that are used to provide answers to ultimate questions and ethical issues.	Students are able to offer critical analysis of Hindu beliefs and ideas about Brahman and how he is known.	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and others' views on questions of meaning and truth. They consider the challenges of belonging to a religion.	Students are able to produce a reasoned argument in response to their own and others' belief about the nature and purpose of God.

Key Stage 3 – Sikhism

Students will learn about the principles for living that are important to Sikhs and about importance of the teachings of the Gurus to the faith community. They will learn about the formation of the community and about how Sikh identity is expressed in dress and in service to others. They will reflect upon the communities to which they belong

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge of key elements connected with belonging to a Sikh community (e.g. Guru Nanak, Guru Gobind Singh, Panth, 5K's, Guru Granth Sahib, Gurdwara, Langar).		Entry Students are able to ask questions about their own sense of belonging and identify the influences that for many people make it important to belong, including those belonging to a faith community.	
Level 4	Level 4-Sikhism	Level 4	Level 4- Student response
Students use a developing vocabulary to describe and show understanding of sources, practices beliefs and ideas, feelings and experiences. They describe the impact of religion on people's lives.	Students are able to describe in more detail the meanings to the Sikh community of people, books, places, artefacts, events, teaching, using appropriate religious vocabulary (e.g. Mool Mantra, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, Panth, 5k's, Panji Kakke, worship in the home and Gurdwara.)	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others' lives. They describe what inspires and influences them.	Students are able to apply their own and other ideas about belonging and the value of community life including those belonging to a faith community (e.g. Am I important? Where do I belong? Do I need others? Do others need me? What is a community? What do I think of Sikh community life? What is equality?)
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They explain how religious	Students are able to explain demonstrating detailed knowledge and understanding of some of the principal beliefs, practices, people, places and objects of Sikhism and explain how these may have an impact on the lives of individual believers and the Sikh community (e.g. Sewa, Khalsa, Equality, Rahit (obligations) Kurahit (prohibitions) attitudes to contemporary issues- family, racism).	Students ask, and suggest answers to questions of identity, belonging, meaning and purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and	Students are able to review, conclude and express their own and other values and commitments, including those belonging to a Sikh community (e.g. can there be more than one truth? How do Sikhs view equality/social responsibility? How do I decide what is right/wrong?)

sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious/moral expression.		influences them, expressing their own and other views on the challenges of belonging to a religion.	
Level 6	Level 6	Level 6	Level 6
Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They explain why the impact of religions and beliefs on individuals and communities varies. They interpret the significance of different forms of religious, spiritual and moral expression.	Students are able to offer a critical analysis of what it means to belong to the Sikh community.	Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.	Students are able to evaluate the powerful emotions associated with their own and others' values, commitments and beliefs.

Key stage 3 Expression of worship – expressing meaning through art, music and literature in religion.

Attainment Target 1		Attainment Target 2	
Entry Students are able to demonstrate simple knowledge and understanding of the way in which religious beliefs can be expressed in many ways (e.g. art, film, literature).		Entry Students are able to talk about what gives their lives special meaning (e.g. friends, family, ambitions, hopes, music) and say why these are meaningful. Students are able to make links between the meaning given to their own lives and the lives of others, including those from a faith community.	
Level 4	Level 4 Expression of worship Students are able to describe in more detail the meanings of symbolism within religion, showing how religious belief can be expressed in a variety of ways (e.g. literature: The Lion, the Witch and the Wardrobe).	Level 4	Level 4 Student response Students are able to apply their own and others' ideas to the way in which they make sense of their own experience and how they and others, including those belonging to a faith community, choose to express difficult ideas and feelings (e.g. perception of pictures, perceptions of beauty/awe and wonder, modern parables, youth culture, music, dress, dance, bands, religious expressions and symbol).
Level 5	Level 5 Students are able to explain, by demonstrating detailed knowledge and understanding, the reasons for similarity and difference in some of the ways in which principal religious beliefs and ideas are expressed in art, music and literature (e.g. Coventry Cathedral: reconciliation, Salisbury Cathedral's prisoners of conscience window, Christian worship music, Christian art, Islamic art, Buddha Rupas, Divali's expression of good over evil, Beth Shalom Holocaust Memorial Centre, Nottingham).	Level 5	Level 5 Students are able to explain why a particular piece of art, music or literature has particular meaning to them and inspires them. Students can review, conclude and express their own views on key questions in relation to such expressions of meaning (e.g. Why do some humans feel the need to worship? Why do others feel no such need? How does music arouse emotions?).

provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression within and between religions.			
Level 6	Level 6	Level 6	Level 6
Students can explain the reasons for diversity within and between religions. They can explain the impact of religions and beliefs and why this varies. They can interpret sources and arguments, explaining reasons given by different traditions to provide answers to ultimate questions. They interpret the significance of different forms of religious, spiritual, and moral expression.	Students are able to offer critical analysis of a range of expressions of religious belief	Students express insights into their own and others views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world.	Students are able to evaluate both secular and religious expressions of belief.

Key Stage 3 – Does God exist?

Students consider several traditional arguments for the existence of God and make their own response to these.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of a Christian argument for the existence of God (e.g. teleological).		Entry Students are able ask questions of importance and give their own views about the existence of God and respond sensitively to the ideas of others including those belonging to a faith community	
Level 4	Level 4- Does God Exist?	Level 4	Level 4- Student response
Students use a developing vocabulary to describe and show understanding of sources and beliefs.	Children are able to describe in more detail several Christian arguments about the existence of God (e.g. ontological, teleological, Aquinas '5 proofs) using appropriate philosophical and religious vocabulary.	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others' lives. They describe what inspires and influences them.	Students can raise and suggest answers to a range of questions in relation to the existence of God recognising that responses may vary, including those responses offered by believers (e.g. Why do people believe? Can there be proof?)
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.	Students are able to explain, demonstrating detailed knowledge and understanding, how belief in God has an impact on a believer's response to an ultimate question (e.g. how was the universe created?)	Students ask, and suggest answers to questions of identity, belonging, meaning and purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and other views on the challenges of belonging to a religion.	Students are able to review, conclude and express their own views about the question of the existence of God and respond to the ideas of others.

Level 6	Level 6	Level 6	Level 6
Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.	Students are able to evaluate religious beliefs and ideas, which underpin arguments for the existence of God.	Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments	Students are able to evaluate their own and others' arguments for and against the existence of God, including those arguments offered to believers.

Key Stage 3 – Prejudice

Students will learn how individuals are motivated by Christian values and will reflect on their own and others' values in the light of this learning.

Attainment Target 1		Attainment Target 2	
Entry Students are able to demonstrate simple knowledge of a religious teaching on the importance and value of individuals. Students have simple knowledge of the life of one individual or event connected with the issue of Prejudice (e.g. Holocaust: Corrie Ten Boon)		Entry Students are able to talk, ask questions and respond sensitively to their own and others' experiences, feelings, ideas and beliefs, in connection with prejudice, including the beliefs of those belonging to a faith community.	
Level 4	Level 4 Prejudice	Level 4	Level 4 – Student response
Students use a developing vocabulary to describe and show understanding of sources, practices beliefs and ideas, feelings and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives	Children are able to describe in more detail the significance to believers of key religious beliefs and teachings connected with the unique value of the individual. Students are able to describe in more detail the significance to believers of key individuals and events associated with the issue of prejudice (e.g. Apartheid: Desmond Tutu).	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others' lives. They describe what inspires and influences them.	Students are able to understand and reflect on their own and others' values and actions in connection with the issue of prejudice (e.g. principle, consequence). Students are able to describe what inspires them (e.g. an example of a key believer) in connection with the issue of prejudice.
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons	Students are able to explain, demonstrating detailed knowledge and understanding, the impact that religious belief has made on the lives of individuals and communities and their response to the issue of prejudice (e.g. Corrie Ten Boon, Maximilian Koble).	Students ask, and suggest answers to questions of identity, belonging, meaning and purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and other views on the challenges of belonging to a religion.	Students are able to review, conclude and express their values and actions in connection with the issue of prejudice in the light of other people's values and actions, including those belonging to a faith community (e.g. nationalism, patriotism).

for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious/moral expression.			
Level 6	Level 6	Level 6	Level 6
Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to ethical issues.	Students are able to offer a critical analysis of the beliefs and teachings of a faith community on the issue of prejudice.	Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.	Students are able to produce a reasoned argument in response to religious teachings and secular ideas on the issue of prejudice.

Key Stage 3 – Justice and Injustice

Students will learn how the Christian imperative for justice is reflected in social action and will reflect upon their own understanding of justice in contemporary situations.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge of one or more key religious teachings connected with an issue of justice and injustice.		Entry Students have the opportunity to raise important questions about issues of justice/injustice. They are able to talk about these and give their own views. Students can identify and discuss the views of those belonging to a faith community.	
Level 4	Level 4 Justice	Level 4	Level 4 Student response
Students use a developing vocabulary to describe and show understanding of sources, practices beliefs and ideas, feelings and experiences. They describe the impact of religion on people's lives.	Children are able to describe in more detail the meanings of key religious beliefs (using the Sermon on the Mount) and teachings for believers with reference to an issue of justice and injustice (e.g., homelessness, crime and punishment, fair trade).	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others' lives. They describe what inspires and influences them.	Students are able to apply their attitudes and those of others to issues of justice and injustice, including the attitudes of those belonging to a faith community (e.g. equality and the value of human life).

Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain the impact of beliefs on individuals/communities. They describe why people belong to religions. They explain how religious sources are used to provide answers to ethical issues.	Students are able to explain, demonstrating detailed knowledge and understanding, the impact that religious belief has made on the lives of one or more influential Christians and their response to an issue of justice/injustice (e.g. Trevor Huddleston, Oscar Romero).	Students ask/ suggest answers to questions of identity, belonging, meaning & purpose & truth, values & commitments, relating them to their own/others' lives. They explain what inspires / influences them, expressing their own and others' views on the challenges of belonging to a religion.	Students are able to review, conclude and express their own and others' values and commitments in connection with issues of justice/ injustice (e.g. Nelson Mandela, Bob Geldof, Amnesty International, Shelter, Big Issue).
Level 6	Level 6	Level 6	Level 6
Students use religious and philosophical vocabulary to give informed accounts of religions & beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions/beliefs on individuals/communities varies. They interpret sources and arguments, explaining how these are used to provide answers to ethical issues. They interpret the significance of different forms of religious/spiritual/moral expression.	Students are able to offer a critical analysis of the beliefs and teachings of a faith community on the issue of justice/injustice.	Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.	Students are able to produce a reasoned argument in response to religious teachings and secular ideas on the issue of justice/injustice.

Key stage 3 - Christianity and Judaism – Communities

Students will learn about the central importance of family and tradition in the Jewish community and how religious events mark the initiation of Christians and Jews into the life of their communities. They will compare and contrast these events and reflect upon their commitment to communities to which they belong.

Attainment Target 1**Attainment Target 2**

Entry Students are able to demonstrate simple knowledge and understanding of key elements of some religious events which mark initiation into the faith community. They can see similarities between Jewish and Christian practice.		Entry Students are able to talk and ask questions about their own and other experiences of growing up and who/what influences their own and others' lives, including those belonging to a faith community. They can make links between their own values and those of others.	
Level 4	Level 4 Communities	Level 4	Level 4 Student Response
Students use a developing vocabulary to describe and show understanding of sources, beliefs, practices, feelings and experiences. They can make links between them and describe similarities and differences both within and between religions. They can describe the impact of religion on people's lives. They suggest meanings for a range of forms of human expression.	Students are able to describe in more detail the similarities and differences of religious events and the meaning of different symbolism which marks the initiation into the faith community (e.g. Believer's Baptism, confirmation, Bar/Bat Mitzvah.)	Students raise and suggest answers to questions of meaning, truth, values and commitments. They apply their ideas to their own and others' lives. They describe what influences them.	Students can understand and can apply their own and others' ideas and experiences to issues of commitment and belonging and the part that religion can play in a life journey.

Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.	Students are able to explain, demonstrating detailed knowledge and understanding, some of the similarities and differences between some beliefs and practices connected with initiation rites. They can explain the impact of belief on religious practice.	Students ask and suggest answers to questions of identity, belonging, meaning and purpose, truth, values, commitments, relating them to their own and others' lives. They express their own and other views on the challenges of belonging to a religion.	Students can review, conclude and express their own values and commitments in the light of other people's values and commitments including those belonging to a faith community (e.g., teenage commitment to family, school, animals, bands, clubs, religious community).
Level 6	Level 6	Level 6	Level 6
Students use religious vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity between them. They explain why the impact of religions and beliefs on communities varies. They interpret sources, explaining the reasons that are used to provide answers to ultimate questions and ethical issues.	Students are able to offer critical analysis of the beliefs and practices of two faith communities in connection with initiation.	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express their own and others' views on questions of meaning and truth. They consider the challenges of belonging to a religion.	Students are able to evaluate the powerful emotions associated with commitment within their own and other people's lives, including those belonging to faith communities.

Key Stage 3 – Sacred Literature – Living in Peace

Students learn about how Islamic and Christian conduct relates to key teachings of the faith. Students can raise their own questions and suggest answers about why faith is sometimes interpreted differently by different faith members and reflect upon what are authorities for them and what guides and inspires them in their life.

Attainment Target 1

Attainment Target 2

Entry Students are able to demonstrate simple knowledge and understanding of key religious teachings in the Bible and the Qu’ran on human relationships (e.g. love, forgiveness, respect, equality and individual worth).		Entry Students are able to talk about why relationships are important to themselves and others, including those from a faith community. They can respond sensitively to the ideas of others by expressing feelings and ideas.	
Level 4	Level 4 Living in Peace	Level 4	Level 4 Student Response
Students use a developing vocabulary to describe and show understanding of sources, practices beliefs and ideas, feelings and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people’s lives. They suggest meanings for a range of forms of religious expression.	Children are able to describe in more detail the similarities and differences in the key religious teachings in the Bible and the Qu’ran on human relationships (e.g. forgiveness, love, respect, equality an individual worth.)	Students can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments. They apply their ideas to their own and others’ lives. They describe what inspires and influences them.	Students are able to raise and suggest answers to a range of questions on the way in which many human experiences are shared ones, including the drive to form relationships (e.g. self-esteem, individual worth and respect for others) students are able to apply their own and others’ ideas, they can share what inspires them.
Level 5	Level 5	Level 5	Level 5
Students use an increasingly wide vocabulary to explain	Students are able to explain, demonstrating detailed knowledge and understanding, how Christian and Muslim believers have applied key religious teachings on	Students ask, and suggest answers to questions of identity, belonging,	Students are able to reflect by reviewing, concluding and expressing their own values and commitments in connection with personal relationships in the light of

<p>the impact of beliefs on individuals and communities. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious/moral expression.</p>	<p>relationships. (e.g. Greater and Lesser Jihad, Prophet Muhammad's (pbuh) last sermon, Jesu's Sermon on the Mount, the role of women in Islam and Christianity, Hadiath, the Prophet's relationship with Kahidjah, Mary the mother of Jesus).</p>	<p>meaning and purpose and truth, values and commitments, relating them to their own and others lives. They explain what inspires and influences them, expressing their own and other's views on the challenges of belonging to a religion.</p>	<p>values, commitments and example of others, including those belonging to a faith community (e.g. think respect is..... respect is important because.....)</p>
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Level 6	Level 6	Level 6	Level 6
<p>Students use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals and communities varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.</p>	<p>Students are able to offer a critical analysis of the key religious beliefs and teachings on human relationships as exemplified by individuals (e.g. Jesus, Mary, Prophet Muhammad (pbuh), Kahidjah).</p>	<p>Students use reasoning and examples to express insight into the relationships between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity, belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p>	<p>Students are able to produce a reasoned argument in response to religious teachings and secular ideas on the quality of human relationships.</p>