

Attainment Target 2: Learning from religion ~ being able to respond, evaluate and develop the skills to apply questions raised universally about what it is to be a human being:

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	Pupils can	Pupils can	Pupils can

level 1	recognise and begin to ask questions about personal experience and feelings	recognise things that are interesting or puzzling in life and begin to ask questions about them	recognise the difference between right and wrong; begin to recognise what is of value and concern on a personal level
e.g.	<i>be able to talk about a personal response to Christmas</i>	<i>ask why Christians go to church</i>	<i>recognise the good action of the shepherd in the story of the lost sheep</i>
	<i>be able to talk about a personal response to Shabbat</i>	<i>ask why Jewish men often wear a hat</i>	<i>recognise that Jews have rules about what is good and bad</i>
	<i>be able to talk about a personal response to Eid</i>	<i>ask why Muslims go to Makkah</i>	<i>recognise how working together helped in building the Ka'bah</i>
	<i>be able to talk about a personal response to Divali</i>	<i>ask why Hindus decorate their shrines</i>	<i>recognise good and bad characters in the story of Rama and Sita</i>
	<i>be able to talk about a personal response to the langar</i>	<i>ask why Sikhs and visitors cover their heads in a gurdwara</i>	<i>recognise why it is good to treat everyone equally</i>
	<i>be able to talk about a personal response to Wesak</i>	<i>ask why Buddhists sit quietly in front of Buddha statues</i>	<i>recognise why we should not tell lies</i>

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level 2	begin to recognise the different experiences, questions and feelings of others and respond to them sensitively	begin to recognise that some questions are difficult to answer	begin to ask questions about right and wrong; begin to recognise the values and concerns of others
e.g.	<i>enjoy the joy of celebrating Mothering Sunday</i>	<i>explore the feelings of Jesus' friends on Easter Day</i>	<i>talk about issues of fairness and rules e.g. Love God and your neighbour as yourself</i>
	<i>enjoy the excitement of a Jewish child celebrating Shabbat</i>	<i>talk about the feelings of the two mothers in the story of Solomon and the baby</i>	<i>talk about issues of fairness and rules e.g. the Ten Commandments</i>
	<i>recognise the feelings of a Muslim child succeeding in fasting</i>	<i>talk about how Muhammad (pbuh) would feel as an orphan</i>	<i>talk about the duty of zakat</i>
	<i>enjoy the excitement of a Hindu child talking about joining in Holi celebrations</i>	<i>talk about the feelings of being separated like Rama and Sita</i>	<i>talk about the good and bad characters and events in the story of Rama and Sita</i>
	<i>talk about how children feel when they do seva or vand chakna</i>	<i>identify a way in which Guru Nanak was special</i>	<i>talk about rules laid down in school and at home</i>
	<i>enjoy a stilling exercise</i>	<i>talk about why Siddhartha Gautama left both the palace and the forest</i>	<i>talk about why we should not take things which are not ours</i>

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level 3	compare aspects of some personal experiences and similar experiences of others; begin to identify what influences them personally	compare some personal ideas with those of others on questions that are difficult to answer	make links between values and commitments, including religious ones, and their own attitudes and behaviour
e.g.	<i>compare their own ideas of a leader with Jesus' qualities</i>	<i>compare their own feelings about Jesus' death and resurrection with those of the disciples</i>	<i>discuss why people commit to joining church-based groups and compare this with their own commitment</i>
	<i>compare aspects of their experience of special times to Shabbat</i>	<i>compare their ideas with those of a Jew on life after death</i>	<i>compare a bar mitzvah boy's commitment with that of their own</i>
	<i>compare their experience of giving to charity with zakat</i>	<i>compare their personal idea of God with some of Allah's 99 names</i>	<i>compare what a Muslim child does after school to their own activities</i>
	<i>compare where a Hindu child prays at home to special places for others</i>	<i>compare Hindu beliefs about God with their own ideas</i>	<i>compare Hindu commitment to visiting holy places with their own experience</i>
	<i>compare the distinctive wear of a Sikh with school uniform</i>	<i>compare their ideas with those of Sikhs on when it is right to become committed</i>	<i>compare their commitment with the trust and faith of the first Khalsa Sikhs</i>
	<i>compare their own experience of stillness and reflection to Buddhist meditation</i>	<i>compare their personal idea of suffering with that of Buddhists</i>	<i>compare some of the Five Moral Precepts with their own attitudes and behaviour</i>

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level 4	ask questions about the important experiences of people who follow the religions studied; suggest answers based on personal experience and the experience of others	begin to explore answers to puzzling questions using the teachings and beliefs of the religions being studied	ask questions about matters of right and wrong and suggest answers that show basic understanding of some moral and religious issues
e.g.	<i>discuss why Corrie ten Boom risked her life to help save Jews</i>	<i>suggest reasons for the different reactions of the disciples following the resurrection of Jesus</i>	<i>present their views on how people should react to an issue such as animal testing, famine or pollution</i>
	<i>suggest why bar / bat mitzvah is important in signifying adulthood in Judaism and what it means to be an adult in other contexts</i>	<i>talk about why G-d's angel killed the firstborn in each Egyptian family</i>	<i>make personal responses to the commandment that stealing is always wrong</i>
	<i>talk about how Muslims and others understand modesty</i>	<i>discuss whether Muslims worship the same God as Christians and others</i>	<i>make a personal response to the Muslim teaching that dishonesty is always wrong</i>
	<i>suggest reasons why Gandhi believed in non-violence</i>	<i>ask questions about what happens to the soul after death</i>	<i>make a personal response to the ten Hindu qualities for good behaviour</i>
	<i>suggest answers as to why the first panj pyares were willing to give their lives for Sikhism</i>	<i>suggest reasons why Sikhs like Bhai Khanaya believe in service to others</i>	<i>ask questions and suggest answers to what are honest ways of earning a living</i>
	<i>discuss why Buddhist life could lead to enlightenment</i>	<i>discuss whether they existed before they were born</i>	<i>make a personal response to the teaching that drugs may harm the mind</i>

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level 5	be confident in offering personal responses to a range of issues; give some reasons to justify the opinions held	begin to make informed responses to questions of meaning and purpose	in the light of previous learning make informed responses to the values and commitments of other people
e.g.	<i>give reasons to support a personal view on whether Jesus was the Messiah</i>	<i>give reasons to support personal beliefs about God's part in the act of creation</i>	<i>give examples from own experience as to whether it is wise to stand up for what you believe</i>
	<i>give reasons to support a personal view on when a person becomes an adult</i>	<i>give reasons to support personal beliefs on whether G-d saves people today</i>	<i>give examples from own experience as to whether the Ten Commandments are a basis for life today</i>
	<i>give reasons to support a personal view on why people should be honest</i>	<i>give reasons to support personal beliefs on how Allah uses prophets</i>	<i>give examples from own experience as to what people may learn from Muslim values</i>
	<i>give reasons to support a personal view on whether Gandhi was a 'great soul'</i>	<i>give reasons to support personal beliefs on whether souls are reincarnated</i>	<i>give examples from own knowledge as to why Hindus are concerned about karma</i>
	<i>give reasons to support a personal view on what the Gurus had in common</i>	<i>give reasons to support personal beliefs on whether there is only one God</i>	<i>give examples from own knowledge as to whether sharing causes more problems than it solves</i>
	<i>give reasons to support a personal view on whether it is wise to follow a middle way between renunciation and pleasure-seeking</i>	<i>give reasons to support personal beliefs on whether a religion needs God</i>	<i>give examples from own knowledge as to whether the Five Moral Precepts are good teachings for today</i>

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level 6	use personal experience to reflect on the life and teachings of influential people; present a range of relevant evidence to support any judgements made	use personal experience to reflect on questions of meaning and purpose; evaluate these presenting a range of relevant evidence to support any judgements made	use personal experience to reflect on a range of contemporary moral issues; evaluate them presenting a range of relevant evidence to support any judgements made
e.g.	<i>explain how and why an individual's life could be influenced by the example of Nelson Mandela</i>	<i>discuss why a good and all-powerful God allows people to suffer</i>	<i>discuss whether a vicar should always maintain confidentiality</i>
	<i>discuss the views of the Chief Rabbi of Great Britain on relationships with other faiths</i>	<i>discuss where was G-d during the Holocaust</i>	<i>evaluate the proposition that Jews should not retaliate against suicide bombers</i>
	<i>discuss the importance of Prophet Ibrahim as one who submitted to Allah</i>	<i>discuss the Muslim view that this world is a trial and preparation for the hereafter</i>	<i>argue a case for or against the Muslim view that humans should care for the world as khalifas</i>
	<i>explain how and why an individual's life could be changed by the example of Gandhi</i>	<i>discuss whether the classroom is real</i>	<i>discuss the grounds on which what is right for one individual is not necessarily so for another</i>
	<i>discuss the effect that Guru Nanak had on many people around him</i>	<i>discuss the belief that God creates but is uncreated</i>	<i>explain why the langar is central to Sikh practice</i>
	<i>discuss the effect that the Buddha has on people today</i>	<i>present a personal view as to whether life is characterised by suffering</i>	<i>explain the importance of right mindfulness to living a moral life</i>

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

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level 8	<p>give a personal view which is informed and well argued of what it means to be ‘human’; incorporate a variety of view points and recognise the complexity of the issues involved</p>	<p>give an informed and well argued account of a personal view and the view of others on the meaning and purpose of life; incorporate a variety of view points and recognise the complexity of the issues involved</p>	<p>give an informed and well argued account of a personal view and of the views of others on values and commitments; incorporate a variety of view points and recognise the complexity of the issues involved</p>
e.g.	<p><i>give a personal, well supported explanation about ‘human identity’ using both religious and non-religious material</i></p>	<p><i>give a personal, well supported explanation about the meaning and purpose of life illustrated from a religious and non-religious perspective</i></p>	<p><i>give a personal, well supported explanation about ‘dying for what you believe in’ using both religious and non-religious material</i></p>

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level EP	place religious, non-religious and personal views of human identity and experience within a comprehensive religious and philosophical context; make independent, well-informed and reasoned judgements about their significance	place religious, non-religious and personal views of the nature of reality within a comprehensive religious and philosophical context; make well-informed and reasoned judgements about their significance	place religious and ethical theories concerning contemporary moral issues within a comprehensive religious and philosophical context; make independent, well-informed and reasoned judgements about their significance
e.g.	evaluate the proposition ‘it is the spiritual that makes us fully human’ with particular reference to empiricism	evaluate the proposition ‘nothing is real except God’ with particular reference to a phenomenological approach to religion	evaluate the proposition ‘you are what you believe’ with particular reference to existentialism