

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>

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>