

<b>level 1</b>	<b>recognise and begin to ask questions about personal experience and feelings</b>	<b>recognise things that are interesting or puzzling in life and begin to ask questions about them</b>	<b>recognise the difference between right and wrong; begin to recognise what is of value and concern on a personal level</b>
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>

<b>level 2</b>	<b>begin to recognise the different experiences, questions and feelings of others and respond to them sensitively</b>	<b>begin to recognise that some questions are difficult to answer</b>	<b>begin to ask questions about right and wrong; begin to recognise the values and concerns of others</b>
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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<b>level 3</b>	<b>compare aspects of some personal experiences and similar experiences of others; begin to identify what influences them personally</b>	<b>compare some personal ideas with those of others on questions that are difficult to answer</b>	<b>make links between values and commitments, including religious ones, and their own attitudes and behaviour</b>
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>