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| <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>   |

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| <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>                             |

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| <b>level 4</b> | <b>ask questions about the important experiences of people who follow the religions studied; suggest answers based on personal experience and the experience of others</b> | <b>begin to explore answers to puzzling questions using the teachings and beliefs of the religions being studied</b> | <b>ask questions about matters of right and wrong and suggest answers that show basic understanding of some moral and religious issues</b> |
| 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>  |

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| <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>         |

| <b>level 5</b> | <b>be confident in offering personal responses to a range of issues; give some reasons to justify the opinions held</b>               | <b>begin to make informed responses to questions of meaning and purpose</b>             | <b>in the light of previous learning make informed responses to the values and commitments of other people</b> |
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| 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>     |