

Principal Aim

Principal Aim of RE
To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus statement

During Key Stage 2 pupils should begin to engage in a more systematic study of religion whilst at the same time reflecting on their own beliefs, values and questions in light of what they are learning. Pupils should study Christianity throughout the four years and also aspects of at least two other principal religions covering Western and Eastern traditions. They should begin to recognise the impact of religion and belief locally, nationally and globally and consider the different forms of religious expression.

Pupils should

- consider the beliefs, teachings, practices and ways of life central to religion
- learn about sacred texts and other sources and consider their meanings
- begin to recognise diversity in religion, learning about similarities and differences both within and between Religions and Beliefs, and the importance of dialogue between them
- extend the range and use of specialist vocabulary
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true
- communicate their ideas, recognising other people's viewpoints
- consider their own beliefs and values and those of others in the light of their learning in religious education

In KS2 pupils should be taught to...

...learn about religion and belief
exploring

...learn from religion and belief
responding


- a. **describe** the **key aspects of religions**, especially the people, stories and traditions that influence the beliefs and values of others
- b. **describe** the variety of practices and ways of life in religions and **understand** how these stem from, and are closely connected with, beliefs and teachings
- c. **identify and begin to describe** the similarities and differences within and between religions
- d. **investigate the significance of religion** in the local, national and global communities
- e. **consider the meaning of** a range of forms of religious expression, understand why they are important in religion, and note links between them
- f. **describe and begin to understand** religious and other responses to ultimate and ethical questions
- g. **use specialist vocabulary** in communicating their knowledge and understanding
- h. **use and interpret information** about religions from a range of sources

- a. **reflect on** what it means to belong to a faith community, communicating their own and others' responses
- b. **respond to** the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- c. **discuss** their own and others' views of religious truth and belief, **expressing** their own ideas
- d. **reflect on** ideas of right and wrong and their own and others' responses to them
- e. **reflect on** sources of inspiration in their own and others' lives

Attainment Targets



Religions and Beliefs




Religions and Beliefs

During Key Stage 2, pupils should explore **Christianity** plus aspects of **at least two** other principal religions:

- selecting **at least one** from **Islam and Judaism**, (including whichever has not been selected at KS1)
- and **at least one** from **Hinduism and Sikhism**.

In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.

Fields of Enquiry



Fields of Enquiry

Through the key stage, pupils should have an opportunity to begin to explore each of the following RE Fields of Enquiry:

- a) Beliefs, teachings and sources
- b) Practices and ways of life
- c) Ways of expressing meaning
- d) Questions of identity, diversity and belonging
- e) Questions of meaning, purpose and truth
- f) Questions of values and commitments

In general, a), b) and c) are related to AT1; d), e) and f) are related to AT2.

Themes




Themes:

The Fields of Enquiry should be addressed through the following themes, by raising and addressing key questions:

- **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites
- **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- **Symbols and religious expression:** how religious and spiritual ideas are expressed
- **Inspirational people:** figures from whom believers find inspiration;
- **Religion and the individual:** what is expected of a person in following a religion or belief
- **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life
- **Beliefs in action in the world:** how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Skills and Attitudes




Skills and Attitudes

Across KS2, pupils should have an opportunity to develop a variety of skills in relation to their study of religion and belief. Some of these are set out in the Levels of Achievement. At KS2 these include the skills of naming, recalling, talking about, retelling, identifying, asking questions, suggesting answers, describing, making links, expressing, reflecting, recognising similarities and differences, suggesting meanings and empathising.

The enquiry process outlined on pages 103 and illustrated in the Unit of Work on question 10 'Why do some people believe in life after death...?' (see Appendix U) also helps to develop a range of skills. Throughout KS2 pupils should be encouraged to develop the attitudes of self-awareness, respect for all, open-mindedness and questioning, curiosity, appreciation and wonder.

Levels of Achievement



Levels of Achievement:

In this Agreed Syllabus planning needs to integrate the Levels of Achievement in order to ensure that pupils make good progress within and across key stages. If teachers are clear about the expected learning outcomes from a unit of work then they will be able to plan learning experiences and opportunities to enable pupils to achieve these outcomes. If pupils are clear about the expected outcomes they will be helped to see how to make progress. The Levels of Achievement can be found on page 18.

Experiences & Opportunities

Experiences and opportunities:

Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education. In KS2 teaching and learning should be planned to ensure that all children have opportunities to:

- encounter religion through visitors and visits to places of worship, e.g. Salisbury Cathedral, Malmesbury Abbey; focusing on the impact and reality of religion on the local and global community e.g. through interviewing local believers
- discuss religious and philosophical questions, giving reasons for their own beliefs and those of others, e.g. how beliefs about life after death can affect how people view life
- consider a range of human experiences and feelings, e.g. joy of celebrations, the wonder of being alive, the awe of worship
- reflect on their own and others' insights into life and its origin, purpose and meaning
- express and communicate their own and others' insights through art and design, music, dance and drama and ICT
- extend the use of ICT, particularly in enhancing pupils' awareness of Religions and Beliefs globally, through blogging, video conferencing, email links, animations, creative presentations

KS2 Themes, Questions, Religions and Beliefs

Theme	Key Questions	Recommended religions
Beliefs and questions: how people's beliefs about God, the world and others impact on their lives;	1. What do different people believe God is like? 2. What matters to Christians about Easter?	Christianity and Islam and/or Hinduism; optional non-religious views Christianity
Teachings and authority: what sacred texts and other sources say about God, the world and human life;	3. What makes some books sacred, how are they used and why do they matter to believers?	Christianity and Islam or Judaism; optional Sikhism
Inspirational people: figures from whom believers find inspiration;	4. How does a Christian follow Jesus? 5. Who was Muhammad/ Guru Nanak? Why and how do people follow these leaders?	Christianity Islam or Sikhism
Symbols and religious expression: how religious and spiritual ideas are expressed;	6. What are the deeper meanings of festivals? 7. How do art, architecture and poetry express religious beliefs and ideas?	Christianity and Hinduism, optional Sikhism or Islam and local faiths Christianity, Islam and Hinduism Optional Sikhism, Judaism, local faiths
Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites;	8. Where, how and why do people worship? 9. Why is pilgrimage important to some religious believers?	Christianity, Islam and/or Hinduism; optional Sikhism; local faiths Christianity and Islam
The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;	10. Why do some people believe in life after death and what difference does it make? 11. Why do believers often see life as a journey and what significant experiences mark this?	Christianity and Hinduism, non-religious views Christianity, at least one from Islam, Hinduism, Sikhism; Judaism
Religion and the individual: what is expected of a person in following a religion or belief;	12. Can religious teachings help us decide what is the best way to live? 13. Keeping the five pillars: what difference does it make to Muslims?	Christianity, non-religious; optional Islam and/or Hinduism. Islam
Religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life;	14. How can we make Wiltshire / my town a more respectful place?	Christianity, Islam, Hinduism, optional Sikhism, local faiths; non-religious views
Beliefs in action in the world: how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	15. How and why do believers care for others and the world? 16. Justice and poverty: Can religions help to build a fair world? 17. Who has made a difference to the world because of their faith? How and why?	Christianity, optional Islam, Hinduism; non-religious views Christianity, optional Islam, Hinduism and Sikhism Christianity, optional Islam, Hinduism and Sikhism

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development
Theme	Beliefs and questions: how people's beliefs about God, the world and others influence their lives
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth
Question	1. What do different people believe God is like? Christianity and Islam and/or Hinduism; optional non-religious views
Learning Outcomes	Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<p>i. explain what faith means and give examples of what they put their faith in</p> <p>ii. use religious vocabulary to explain some of the ways in which Christians and followers of other religions describe God, identifying beliefs that are similar in different religions</p> <p>iii. suggest the meanings of stories from sacred texts about people who encountered God</p> <p>iv. reflect on why there are many ideas about God and express their own understanding of God through words, symbols and the arts</p> <p>v. ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered</p>	<ul style="list-style-type: none"> ways in which we exercise trust/ faith in our everyday lives; how we know about something we have not seen or experienced for ourselves some of the ways in which religions name and describe the attributes of God – with a particular focus on how Christians think of God as Father, Son and Holy Spirit, the 99 Names of Allah or Hindu beliefs about the <i>Trimurti</i> – Brahma (creator), Vishnu (preserver), Shiva (destroyer) stories and encounters which help believers to understand God's relationship with people (e.g. Moses and the Burning Bush (Exodus 3.1-15), Baptism of Jesus (Mark 1.9-11); Pentecost (Acts 2. 1-21) and Paul's conversion (Acts 9. 1-19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11-32)) Stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension the influence believing in God has on the lives of believers reflection on their own questions and ideas about God in light of their learning express own ideas about God through art, music, poetry, drama
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66.	

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs and questions: how people's beliefs about God, the world and others influence their lives;	
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
Question	2. What matters to Christians about Easter?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> i. use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of Easter for believers ii. reflect on what is worth celebrating and remembering in their own life and community iii. express their own questions and apply their own ideas to beliefs about resurrection, sacrifice, hope and life after death iv. describe the impact of Christian beliefs about sacrifice and forgiveness on the lives of some Christians, <i>expressing their own views in comparison to Christian responses</i> <p><i>Italic text relates to Attainment Target 2, learning from religion and belief</i></p>	<ul style="list-style-type: none"> • times in their own lives when pupils remember and celebrate significant events/people; why and how they do this • the meaning of stories behind Easter • the relationship between Eucharist/Holy Communion and Jesus' last supper, and consider the significance of bread and wine, relating this to their own ideas about remembrance • how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals • ideas of sacrifice and forgiveness, and Christian beliefs about Jesus' death and resurrection, restoring humanity's broken relationship with God 	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Teachings and authority: what sacred texts and other sources say about God, the world and human life	
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
Question	3. What makes some books sacred, how are they used and why do they matter to believers? <i>Christianity and Islam or Judaism; optional Sikhism</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. describe how and why sacred texts are important to believers ii. recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer iii. identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers iv. <i>ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them</i> v. identify actions and rituals which show how important holy books are to religious believers vi. identify where some stories and individuals are found in more than one sacred text vii. explain the meanings of stories and texts which teach about principles for living from each religion and reflect on ways in which their message may be relevant today		<ul style="list-style-type: none"> • sources of guidance in their own and others' lives • how some texts can have special significance and act as sources of guidance and authority • the names and importance of key sacred texts for believers in each religion studied • how the sacred text is used for worship and as a source of guidance for believers • stories and traditions relating to the sacred writing • how the Bible, Torah and Qur'an have some key stories and people in common • sacred books as sources of wisdom for people today • how sacred texts have different types of writing and symbolic language • how sacred text is studied and treated in different religious communities e.g. processing the Guru Granth Sahib, learning the Qur'an by heart, studying meaning of the Bible
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Inspirational people: figures from whom believers find inspiration	
Fields of Enquiry	a) Beliefs, teachings and sources and f) Questions of values and commitments	
Question	4. How does a Christian follow Jesus?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i. identify the qualities they admire in their heroes/role models, explain why they admire them and how this may influence their own lives</i> <i>ii. use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians</i> <i>iii. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus</i> <i>iv. use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life</i> <i>v. use religious vocabulary to show an understanding of what it means to some people to be a Christian</i> <i>vi. ask and respond to questions raised by the stories from the life of Jesus and contemporary followers</i> <i>vii. apply ideas from what they have learned to their own beliefs, comparing and contrasting them with those of believers</i>		<ul style="list-style-type: none"> what makes a person inspirational to others, identifying characteristics of a good role model aspects of the words and actions of Jesus which continue to inspire Christians today identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact the actions of contemporary inspirational Christians and how these have been influenced by Jesus why Jesus is regarded as a source of authority and inspiration by Christians today examples of what some Christians say are the most important attitudes and values to have, comparing these with what pupils believe to be most important how Christians rely on the Holy Spirit to help them follow Jesus and try to become more like him
<small>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p18.</small>		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Inspirational people: figures from whom believers find inspiration	
Fields of Enquiry	a) Beliefs, teachings and sources and d) Questions of identity, diversity and belonging	
Question	5. Who was Muhammad/ Guru Nanak? Why and how do people follow these leaders?	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
<i>i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives</i> ii. use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers iii. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers iv. describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>	<ul style="list-style-type: none"> what makes a person inspirational to others, identifying characteristics of a good role model why these key religious figures are regarded as sources of authority and inspiration by believers today the actions of contemporary inspirational Muslims or Sikhs and how these have been influenced by Muhammad or the Gurus begin to identify the impact of events in Prophet Muhammad's or Guru Nanak's life to beliefs of Muslims or Sikhs make a link between stories read and Muslim or Sikh beliefs and behaviour describe the importance of two main Muslim or Sikh beliefs and say how they are shown through daily practice examples of what some Muslims and Sikhs say are the most important attitudes and values to have, comparing these with what pupils believe to be most important 	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

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Level 3 Describe religion, make links to their own experience	
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Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Symbols and religious expression: how religious and spiritual ideas are expressed	
Fields of Enquiry	c) Ways of expressing meaning and f) Questions of values and commitments	
Question	6. What are the deeper meanings of festivals? <i>Christianity and Hinduism, optional Sikhism or Islam and local faiths</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i. reflect on what is worth celebrating and remembering in their own life and community</i> <i>ii. identify the differences between religious festivals and other types of celebrations</i> <i>iii. ask and respond to questions raised by the stories behind religious festivals</i> <i>iv. connect stories, symbols and beliefs with what happens at Easter, Christmas, Pentecost, Harvest, Eid, Divali</i> <i>v. make links between the festivals and the actions of a believer, and their own lives</i> <i>vi. identify similarities and differences in the way festivals are celebrated within and between religions</i> <i>vii. use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of religious festivals for believers</i> <i>viii. express their own responses to the values and beliefs at the heart of each festival studied, using a variety of media</i>		<ul style="list-style-type: none"> • times in their own lives when pupils remember and celebrate significant events/people why and how they do this • the meanings of stories behind key religious festivals: Christmas, Easter, Pentecost, Harvest in Christianity Divali in Hinduism Eid in Islam • how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals • similarities and differences between the way festival are celebrated e.g. Christmas within different Christian traditions, Divali within Sikhism and Hinduism • study key elements of festival: shared values, story, beliefs, hopes and commitments
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development	
Theme	Symbols and religious expression: how religious and spiritual ideas are expressed	
Fields of Enquiry	c) Ways of expressing meaning and e) Questions of meaning, purpose and truth	
Question	7. How do art, architecture and poetry express religious beliefs and ideas? Christianity, Islam and Hinduism. Optional Sikhism, Judaism, local faiths	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. explain meanings for some symbols e.g. in art, architecture, music and /or poetry, using religious concepts and language	<ul style="list-style-type: none"> study the art / architecture / music / calligraphy / poetry used by two religions to represent beliefs and ideas e.g. Christian Iconography, psalms, contemporary poetry, calligraphy of 99 Names of Allah or Qur'anic quotes, Hindu images of gods 	
ii. identify similarity and difference in the way beliefs and values are reflected through art, architecture, music and poetry within and between religions	<ul style="list-style-type: none"> in response to religious examples, allow pupils to create their own spirited artworks or poetry, showing beliefs and ideas that are important to them 	
iii. describe and explain the function and meaning of different aspects of a place of worship	<ul style="list-style-type: none"> explore buildings and architecture and how they express meaning for religious believers 	
iv. <i>express their own ideas about values and beliefs, using a variety of media.</i>	<ul style="list-style-type: none"> look at similarities and differences in the architecture of religious buildings and how this shows important beliefs e.g. prominence of the pulpit in the Methodist Church, altar in an Anglican church. 	
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils	Pupils
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites	
Fields of Enquiry	b) Practices and ways of life and d) Questions of identity, diversity and belonging	
Question	8. Where, how and why do people worship? Christianity, Islam and/or Hinduism; optional Sikhism; local faiths	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i.	identify and explain symbolic actions in everyday life which express inner feelings	<ul style="list-style-type: none"> the significant and spiritual places in their own lives and why these are special how symbolic actions in everyday life express inner feelings and beliefs the meaning and main features, rituals, symbols and sounds that may be used in worship to express beliefs and feelings similarities and differences in the way believers worship within and between different religions how Christians in at least two contrasting denominations worship, including celebration of the Lord's Supper/ Holy Communion/ Eucharist how Christian worship around the world reflects the local culture how and why religious people speak and listen to God in different religions worship in the Hindu home and <i>mandir</i>, prayer at home and in the Mosque, prayer at home and in the Gurdwara
ii.	explain the meaning of worship for a believer	
iii.	ask some thoughtful questions about why people choose to attend a church, mosque, mandir or gurdwara and suggest some possible answers	
iv.	use religious vocabulary to identify and explain some symbolic objects, actions and sounds found in a church (mandir/ mosque/ gurdwara) and say how these help people worship	
v.	identify some differences in the way Christians worship in two denominations	
vi.	describe Eucharist/Lord's Supper/ Communion for Christians; puja for Hindus; Friday prayers for Muslims; or prayers in the gurdwara and say why it matters so much for believers	
vii.	express own ideas about the value of times of reflection, thanksgiving, praise; remembrance	
viii.	explain why the Lord's prayer is so important for many Christians	
ix.	identify ideas and feelings in a prayer and express their own reflections in a prayer or a poem.	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites	
Fields of Enquiry	b) Practices and ways of life and d) Questions of identity, diversity and belonging	
Question	9. Why is pilgrimage important to some religious believers? <i>Christianity and Islam</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. identify what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life ii. explain the meaning of pilgrimage for some believers iii. ask some thoughtful questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers iv. express own ideas about the value of times of reflection, repentance, journey, remembrance.		<ul style="list-style-type: none"> special places that hold significance for pupils, and why they are important the spiritual significance of Hajj for Muslims pilgrimage to Lourdes or Iona for some Christians the variety of reasons believers give for making or not making a pilgrimage aspects of the actions completed on pilgrimage and their significance for believers e.g. throwing stones at the devil on Hajj.
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

<i>AT1: learning about religion and belief</i>	<i>AT2: learning from religion and belief</i>
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	The journey of life and death: why some occasions are sacred to believers, and what people think about life after death	
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
Question	10. Why do some people believe in life after death and what difference does it make? <i>Christianity and Hinduism, non-religious views</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i. identify some mysterious and puzzling questions that religions help some people to find answers to</i> <i>ii. ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs</i> <i>iii. explain why a believer may wish to mark the end of life with a particular religious ceremony</i> <i>iv. explain how different beliefs about what happens when we die may cause people to live their life in different ways</i> <i>v. express their own beliefs about life after death reflecting on ideas from at least two religions they have studied.</i>		<ul style="list-style-type: none"> key concepts in death such as judgement, heaven, reincarnation, karma and soul two different religious views and one non-religious view of what happens after death: Christian and Hindu, Humanist consider similarities and differences ceremonies that mark the end of life on earth and how these express different beliefs discuss the difficulties and uncertainties that can arise when considering 'ultimate' questions examine secular and sacred stories that help to explain different ideas and emotions around death and bereavement reflect on their own ideas, concerns and worries about death.
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p. 18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	The journey of life and death: why some occasions are sacred to believers, and what people think about life after death	
Fields of Enquiry	c) Ways of expressing meaning and d) Questions of identity, diversity and belonging	
Question	11. Why do believers often see life as a journey and what significant experiences mark this? <i>Christianity, at least one from Islam, Hinduism, Sikhism or Judaism</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. <i>suggest some reasons why life is often described as a journey and express their own metaphors for life, giving their reasons</i>	<ul style="list-style-type: none"> religious metaphor of life as a journey 	
ii. describe and explain why baptism and confirmation are important to some Christians	<ul style="list-style-type: none"> the value and meaning of ceremonies which mark milestones in life – particularly those associated with growing up and taking responsibility within a faith community: confirmation and believers' baptism in Christianity sacred thread ceremony in Hinduism; <i>amrit</i> ceremony in Sikhism <i>Bar/Bat Mitzvah</i> in Judaism 	
iii. explain what happens in a ritual of belonging and why it is important for young people from that religion	<ul style="list-style-type: none"> the value and meaning of the wedding ceremony and marriage within a faith community 	
iv. describe and explain what happens in a marriage ceremony and how it reflects what is important about relationships for religious believers, <i>making links to their own lives</i>	<ul style="list-style-type: none"> reflect on their own ideas about community, belonging and belief. 	
v. describe the impact of ceremonies that mark important stages in people's lives, <i>making links to their own lives</i>		
vi. <i>express their own responses to questions of meaning and purpose in light of their learning, using a variety of media.</i> <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief		AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions		
Pupils		Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 		<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience		
Pupils		Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 		<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others		
Pupils		Pupils
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 		<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Religion and the individual: what is expected of a person in following a religion or belief	
Fields of Enquiry	a) Beliefs, teachings and sources and f) Questions of values and commitments	
Question	12. Can religious teachings help is decide what is the best way to live? Christianity, non-religious; optional Islam and/or Hinduism	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<p>i. <i>identify personal, family, school values/codes for living which influence their own behaviour</i></p> <p>ii. describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non religious belief system</p> <p>iii. reflect on how having a code for living might help believers with difficult decisions</p> <p>iv. ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life</p> <p>v. apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty.</p> <p><i>Italic text relates to Attainment Target 2, learning from religion and belief</i></p>		<ul style="list-style-type: none"> teachings which act as guides for living within Christianity and at least one other religion or non religious belief and their practical application in everyday life: E.g. the Ten Commandments (Exodus 20.1-21/Deuteronomy 5.1-22) ,the Two Commandments of Jesus (Mark 12. 28-34); Islamic principles the golden rule for Humanists the importance of beliefs or values as guides for making choices and decisions in daily life the value and challenge for believers of following a code for living the differences between right and wrong/ good and bad and how we know the difference what guides pupils' own moral choices.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Religion and the individual: what is expected of a person in following a religion or belief	
Fields of Enquiry	b) Practices and ways of life and f) Questions of values and commitments	
Question	13. Keeping the five pillars: what difference does it make to Muslims?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave iii. explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage iv. identify differences and similarities between prayer in Islam and prayer in Christianity v. ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives vi. express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam.		<ul style="list-style-type: none"> • Five pillars of Islam - belief in one God and his prophet, prayer, fasting, alms giving and pilgrimage • the importance of beliefs or values as guides for making choices and decisions in daily life • the value and challenge for Muslims of following the five pillars • what beliefs, practices and values are significant in the pupils' lives.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p. 18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life	
Fields of Enquiry	b) Practices and ways of life and f) Questions of values and commitments	
Question	14. How can we make Wiltshire / my town a more respectful place? <i>Christianity, Islam, Hinduism, optional Sikhism, local faiths; non-religious views</i>	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
i. show understanding of the richness of religious diversity of Great Britain ii. describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs iii. make links between how we treat each other and the idea of a respectful community iv. ask good questions and suggest some answers , with reference to particular religions about religious diversity v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together	<ul style="list-style-type: none"> ▪ learn from diversity through visiting places of worship from different faiths ▪ local examples of different religious communities in your area, looking at changes over time, and differences between them e.g. food, buildings, community work ▪ compare your community with another more diverse community identify similarity and difference ▪ examples of community harmony, reflecting that this does not mean 'being all the same' but does mean 'accepting our differences' ▪ examples of how people have dealt well with difference or conflict. 	
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p. 18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils	Pupils:
<ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols • identify how religion is expressed in different ways 	<ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils
<ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	<ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils	Pupils
<ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	<ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs in action in the world: how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	
Fields of Enquiry	b) Practices and ways of life e) Questions of meaning, purpose and truth	
Question	15. How and why do believers care for others and the world? <i>Christianity, optional Islam, Hinduism; non-religious views</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i.</i>	make links between the Biblical creation story and the activities of Christians relating to care of the planet	<ul style="list-style-type: none"> stories and teachings from Christianity and other Religions and Beliefs which show human responsibility to care for the natural world: <ul style="list-style-type: none"> - Biblical creation story: Genesis 1-2 - Islamic creation story: Seven day story - Hindu creation story e.g. Brahma creating the world - Islamic story: Muhammad and the ants, crying camel, Muhammad friend of animals
<i>ii.</i>	describe and show understanding of sources and teachings of other religions about creation and human responsibility to the environment	<ul style="list-style-type: none"> how the work of one agency seeks to practise Christian values of stewardship of the environment locally and worldwide, making links with the life and teaching of Jesus. E.g. Christian Aid, Traidcraft, CAFOD
<i>iii.</i>	identify and describe the impact of these beliefs on how people live	<ul style="list-style-type: none"> how the beliefs about the natural world affect actions in the life of a religious believer e.g. Ahimsa (non-harming in Hinduism)
<i>iv.</i>	ask some questions and suggest some answers about what different people believe about creation and the natural world including non religious perspectives	<ul style="list-style-type: none"> their own responsibility for caring for the natural world and for treating others with fairness and respect.
<i>v.</i>	make links between their own values about animals and the idea of God as creator of the world	
<i>vi.</i>	reflect upon and express their own ideas and beliefs about care for creation in light of their learning, through story, art, drama, music and ICT.	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils	Pupils
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs in action in the world: how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	
Fields of Enquiry	b) Practices and ways of life e) Questions of meaning, purpose and truth	
Question	16. Justice and poverty: Can religions help to build a fair world? <i>Christianity, optional Islam, Hinduism, Sikhism</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. make connections between the teachings of Paul and Jesus and the work of one Christian agency today ii. make links between the teachings of another religion e.g. Islam and the work of Islamic Aid today iii. ask and respond to questions about fairness and justice in the world iv. identify the qualities needed to take action to bring about what is right and good v. reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT. <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> stories and teachings from Christianity and other Religions and Beliefs which ensure justice and fairness for all people: E.g. <ul style="list-style-type: none"> Teachings of Jesus and Paul on values and justice and their meaning for Christians today e.g. Widow's Mite (Mark 12:41-44) and The Rich Fool (Luke 12:16-21) The Two Great Commandments (Mark 12.28-34) Christian teachings on how to treat others (Galatians 3:28, 5:22, Romans 12:17-21). Islam: Muhammad overcomes hatred with kindness, or the woman at the gates of Mecca Sikhism: Malak Bhago and Guru Nanak.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		





AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs in action in the world: how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	
Fields of Enquiry	b) practices and ways of life? f) questions of values and commitments	
Question	17. Who has made a difference to the world because of their faith? How and why? <i>Christianity, optional Islam, Hinduism and Sikhism</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives ii. retell stories about an inspirational person explaining why their lives might be considered inspirational iii. use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers iv. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers v. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus vi. make links between what they have learnt about inspirational people and their own behaviour vii. make links and identify similarities and differences between the different people studied 		<ul style="list-style-type: none"> • what makes a person inspirational to others, identifying characteristics of a good role model • the actions of contemporary inspirational Christians (e.g. Desmond Tutu, Andrew White, Vicar of Baghdad Sr Frances Dominica) and how these have been influenced by Jesus • the actions of an inspirational person from another faith, for example, Gandhi, Yusuf Islam, Pura Singh • how and why some people choose to stand up for their beliefs in difficult circumstances • why these inspirational people of faith are regarded as sources of importance and inspiration by believers today.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material & ask questions	
Pupils <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief

Planning RE at Key Stage 2 Part 1: using the Agreed Syllabus key questions

In order to plan high quality RE at KS2, teachers should follow a planning process that takes account of all the elements of the breadth of study. The planning grid below is recommended as a guide to this process.

Step 1: Theme 	<i>This theme...</i>	See page 48 for theme. Choose one that fits in with the long term plan over the key stage. For overview of themes, see page 14 and page 24.
Step 2: Key question 	<i>Raises this important question...</i>	Choose a key question related to that theme (see pages 14 and 24)
Step 3: Learning outcomes and assessment 	<i>Specifically we want pupils to be able to...</i>	<p>Select learning outcomes for the question (see the programme of study pages 49 – 65). Use the level descriptions and the outcomes to develop specific levelled “I can..” statements as appropriate to the age and ability of the pupils. These “I can...” statements should indicate the skills pupils are developing.</p> <p>By planning outcomes and levelled “I can...” statements at this point, assessment for learning can be integrated within the unit of work. There is no necessity for an end of unit assessment task.</p>
Step 4: Content 	<i>So we've selected this content in order to address the question</i>	Select relevant content from the “Suggested Content” column of the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.
Step 5: Teaching and learning activities	<i>And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes.</i>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop, ensuring all appropriate skills are developed across the key stage. Make sure that the activities allow pupils to practise these skills.</p> <p>For some units, you can plan to use the enquiry process outlined on pages 103.</p>

Part 2 of the planning guidance can be found on page 99 – “Devising your own key questions”.