**RE KNOWLEDGE, SKILLS & UNDERSTANDING**

***Churchfield Primary School***

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**RE Programme of Study (Barnsley Locally Agreed Syllabus)**

**The Six Key Questions**

These questions are the product of much thought by the Agreed Syllabus Conference and the Local Agreed Syllabus Working Groups. They are

designed to guide and shape pupils’ learning in RE across the years of schooling. Of course, pupils begin to handle the key questions very simply,

moving on to learn about and respond to religious objects and ideas, to describe for themselves, to analyse information, and increasingly to

develop the ability to draw thoughtful and balanced conclusions.

1. **Question 1 Why are these words special?**
	* Sacred books
2. **Question 2 Why are some places special?**
	* Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages
3. **Question 3 How can faith contribute to Community Cohesion?**
	* Beliefs, ethics, family traditions and faith in the community
4. **Question 4 Why are some times special?**
	* Festivals and families
5. **Question 5 What can be learned from the lives of significant people of faith?**
	* Role models
6. **Question 6 How do I and others feel about life and the universe around**
	* Ultimate Questions

**Outline of the Key Questions**

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| **Six Key Questions** | **What do the questions mean at Key Stage 1?** | **What do the questions mean at Key Stage 2?** |
| 1. **Why are these words special?**
 | * Pupils learn to name some holy books and talk about the stories from them that they have heard.
 | * Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas.
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| 1. **Why are some places special?**
 | * Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them.
* Pupils find out about some places where religious people love to go and remember – and think of their own favourite places.
 | * Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship.
* Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of ‘life as a journey’
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| 1. **How can faith contribute to community cohesion?**
 | * Pupils learn about the ways being religious makes a difference in a family.
* Pupils learn that our society includes many religions, and all are worth respecting.
* In our area or region, they can all be seen first hand.
 | * Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones.
* Pupils describe some of the ways a religion is expressed and the impact the faith has on community life.
* They link the ideas to their own lives.
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| 1. **Why are some times special?**
 | * Pupils learn to name celebrations and festivals that are special to each religion, and to themselves.
 | * Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied.
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| 1. **What can be learned from the lives of significant people of faith?**
 | * Pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special.
 | * Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves.
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| 1. **How do I and others feel about life and the universe around us?**
 | * Pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion. They talk about the questions they would like to ask God.
 | * Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints.
* They suggest answers of their own.
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| **KS1 RE****KQ1 – KQ3** |
|  | **Christianity** | **Judaism** | **Islam** | **Buddhism** | **Hinduism** | **Sikhism** |
| **KQ1 – Why are these words special?** | * Name some people in the stories, such as **Moses, Samuel** or **Jesus**
* I can retell a story (Level 1), some stories (Level 2) from the Christian **Bible**.
* I can talk about how I feel when listening to a story from the **Bible** (level 1).
 | * I can tell you a story from the **Torah** (Level 1)
* I can tell you how Jewish people treat the Torah (Level 2).
* I can show you a special book of my own (Level 1) and talk about why I like it (Level 2).
 | * I can…talk about the **Holy Qur’ān** as a special book (Level 1).
* I can talk about a book that is special to me (Level 1) and ask questions to find out why a book is special to someone else (Level 2).
 | * I can identify the writings of the **\*Buddha** as a special book.
* Retell a story from the Way of the Buddha (Level 2).
* I can talk about a book that is special to me (Level 1).
* I can suggest a way to show respect to followers of the **Buddha** (Level 3).
 | * I can tell you about a favourite story of my own which I like to listen to.
* Retell a simple story (Level 1)
* Retell a story and be able to say why they like it (Level 2)
* I can tell you a story from the Hindu Dharma.
 | * I can show you a special book of my own and talk about why I like it (Level 1 and 2)
* I can tell you how the Sikh people treat the Guru Granth Sahib to show that it is special. (Level 1 and 2)
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| **KQ2 – Why are some places special?** | * I can respond sensitively to the feelings Christians have in a Christian place of worship by thinking about special place of my own (Level 2).
* I can identify a Christian place of worship as a place which is special for Christians (Level 1) and suggest some reasons why it is important (Level 2).
 | * I can think about a place I have been to that feels special to me (Level 1).
* I can identify a synagogue (Level 1) and tell you something in it (Level 2).
* I can tell you one reason why Jerusalem is a special place for Jews (Level 2).
 | * I can recognise that a Mosque is a Muslim holy bulding (Level 1).
* I can suggest a reason why praying daily matters to Muslims (Level 2).
 | * I can recognise that a Vihara is a holy building for followers of the Buddha (Level 1).
* I can suggest a reason why calmness and peace matter to followers of the Buddha (Level 2/3).
 | * I can identify a Hindu shrine in a Hindu house and tell you why this is important to a family (Level 1/2)
* I can tell you about something you might find in a Mandir and why this is important to Hindus,
* I can recognise that families do special things together at home and elsewhere.
 | * I can tell you about something which happens at a Gurdwara and why thi is important for Sikhs.
* I can talk about a place I go to for a ritual I have which helps me to understand why worshipping at the Gurdwara is important to Sikhs.
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| **KQ3 – How can faith contribute to community cohesion?** | * I can talk about my own experiences of caring and being cared for (Level 2)
* I can give examples of where Christianity can be seen in my community (Level 2) and talk about some of the ways Christians worship God (Level 3).
 | * I can tell you two rules which I follow at home or at school and identify how they help me behave well.
* I can suggest what a Jewish ritual in the home means, and can tell you how Jews treat the **Sefer Torah** in a special way (Level 2).
* I can tell you about one thing Jewish people do to show they are connected to other people in the community (Level 2).
 | * I can recognise that different people live by different rules (Level 3).
* I can talk about what happens when we break rules (Level 2).
* I can identify a special rule behaviour at home or school e.g ‘be kind’.
* I can talk about what would happen if everyone kept or broke a rule.
 | * I can recognise that different people live by different rules and talk about Buddha’s idea of living harmlessly (Level 3).
 | * I can tell you about some of Rama’s qualities which help Hindus know how to behave.
* I can say which qualities I think are important and how they help me to know what to do.
 | * I can tell you about what Sikhs do or where they go to show they are Sikhs.
* I can tell you something that happens at Anand Karaj (a Sikh wedding or festival).
* I can tell you about some special things I wear at different times for different occasions.
* I can talk about a time where I celebrated with others as part of a group.
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| **KS1 RE****KQ4 – KQ6** |
|  | **Christianity** | **Judaism** | **Islam** | **Buddhism** | **Hinduism** | **Sikhism** |
| **KQ4 – Why are some times special?** | * I can identify a time which is special for Christians (Level 1).
* I can suggest some reasons why a time is special to Christians (Level 2.)
 | * I can tell you what Jews do on one special occasion (Level 1).
* I can tell you about a time that was special for me, and how I celebrate it (Level 2).
 | * I can recognise some rituals (e.g. food, cards) associated with **Eidul-Fitr** (Level 2).
* I can name a **Muslim** festival and retell the story of **‘Eid-ul- Fitr’**
 | * I can name a festival in the Way of the Buddha (Level 1) Retell and suggest the meaning of a story of celebrating **Wesak** (Level 2/3).
* I can talk about what makes some days special (Level 1).
 | * I can tell you what Hindus do during one festival and say why this is a special time for them
* I can talk about why either light or friendship is special to me.
 | * I can tell you what Sikhs do during one festival and say why this is a special time for them. (Level 1 & 2)
* I can talk about times when I have enjoyed a special occasion and why it was special for me, my friends ands family (Level 2).
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| **KQ5 – What can be learned from the lives of significant people of faith?** | * I can suggest why some people are important for Christians, and give an example of their role (Level 2).
* I can suggest some of the qualities special people have and tell you about someone who is special to me because they have those qualities (Level 2).
 | * I can recognise a story and a law which Jewish children learn from Jewish adults (Level 2).
* I can recall something important that I have learned from someone older than me (Level 3).
 | * I can talk about who I would like to be like and why.
* I can name The Prophet Muhammad (pbuh) as the leader of Islam. (Level 1).
* I can retell a story about The Prophet Muhammed (pbuh) (Level 2).
 | * I can retell a story of the Buddha (Level 1).
* I can name the Buddha as the founder of the Way of the Buddha (Level 2).
 | * I can tell you what happens to Rama & Sita and say something about what the story means (Level 1 & 2).
 | * I can retell a story about a Sikh Guru and say why he’s important to Sihkhs.
* I can identify why oeople in my own life are important to me and say why( Level 1 & 2).
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| **KQ6 – How do I and other feel about life and the universe around us?** | * I can suggest two things which Christians believe because of the stories about God creating the world (Level 2)
 | * I can retell a Jewish story (Level 2) which raises puzzling questions and respond to one of these questions (Level 3)
* I can think of a question which puzzles me about something I have experienced (Level 2), and say what I might say to someone with the same questions (Level 3).
 | * I can recognise that Muslims try to look after world because they believe it belongs to Allah (Level 3).
 | * I can retell story of the Buddha which shows care for nature (Level 3).
* I can recognise that followers of the Buddha try to look after the world because they want to follow the Buddha’s way aof doing no harm (Level 3).
 | * I can give an example of a good action and a bad action and say why I think they are good and bad (Level 1)
* I can tell you about Hindu beliefs in reincarnation and the importance of doing good actions (Level 3).
 | * I can talk about some Sikh values and retell a story about a Sikh Guru as an example (Level 3)
* I can talk about a time when I have been helped, or when someone has helped me (Level 3).
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| **LKS2 RE****KQ1 – KQ3** |
|  | **Christianity** | **Judaism** | **Islam** | **Buddhism** | **Hinduism** | **Sikhism** |
| **KQ1 – Why are these words special?** | * I can make links between some stories, history and artwork connected to the bible and some beliefs which are important to Christians (Level 3).
 | * I can tell you about a story from the Torah and about what it might mean for Jews and for other people (Level 3.)
 | * I can describe how Muslims revere the Holy Qur’an(Level 3).
* I can suggest meanings for some symbolic actions used to handle the sacred text.
* I can ask questions about non-Muslims might show respect for Islamic scriptures.
 | * I can describe how followers of Buddhism revere the writings of the Buddha (Level 3).
* I can show that I understand a reason for respecting other people’s holy books (Level 3).
 | * I can describe some Hindu beliefs as a result of listening to stories that matter to Hindu (Level 3).
 | * I can tell you about Guru Granath Sahib and describe why it matters to Sikhs (Level 3).
 |
| **KQ2 – Why are some places special?** | * I can describe a place which is special to Christians (Level 3) and tell you something abiut it which makes it special (Level 4).
* I can describe some differences and similiarities between two churches (features and worship) (Level 4).
 | * I can describe some objects that are special to me and suggest how I would like them to be treated respectfully (Level 3).
* I can describe some external and internal features of a synagogue and tell you how Jews pray and stufy there (Level 3).
 | * I can describe how Muslims visiting the Ka’bah for the first time might feel and behave (Level 4).
* I can describe what is seen and how it might feel to be part of the pilgrimage.
 | * I can describe how a follower of the Buddha feels and behaves when visiting for the first time places where Buddha lived (Level 3).
* I can describe what is seen and how it feels to be part of these pilgrimages (Level 4).
 | * I can describe how a Hindu would feel about what might be seen, tasted, heard, smelt and felt during the Puja.
 | * I can describe some internal and external features of a Gurdwara and tell how Sikhs use it.
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| **KQ3 – How can faith contribute to community cohesion?** | * I can describe ways in which Christians put their beliefs into action by helping others.
* I can tell you about the community work of different Christian places of worship in the locality (Level 4).
 | * I can tell you about something a synagogue offers to people in the community (Level 4).
* I can describe why community feeling is important and suggest things which foster this (Level 3).
 | * I can ask questions about the practice and meaning of the 5 pillars (Level 3).
 | * I can describe the Five Precepts of the Buddha (Level 3).
* I can describe some ways life may be good or may be hard for local followers of the Buddha.
* I can ask questions about the Five Precepts (Level 3).
* I can show that I understand the Five Precepts and how they might link to my own life.
 | * I can describe some Hindu beliefs about God and it’s impact on Hindu life.
* I can relate Hindu beliefs about God to my own life and say what influence they might have on how I choose to behave.
 | * I can describe something Sikhs believe about God.
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| **LKS2 RE****KQ4 – KQ6** |
|  | **Christianity** | **Judaism** | **Islam** | **Buddhism** | **Hinduism** | **Sikhism** |
| **KQ4 – Why are some times special?** | * I can think about a special time of my own (Level 1).
* I can respond sensitively to the feelings Christians have at special times (Level 2).
 | * I can tell you what Jews do on two special occasions, and tell you about the story behind these festivals (Level 3).
 | * I can talk about what makes some days (e.g. birthdays, Eid, New Year) special (Level 2).
 | * I can describe the life of a young follower of the Buddha at Vihara.
* I can ask questions about the value of this experience (Level 3/4).
 | * I can describe what happens at Hindu festival and say whey it matters to Hundus.
 | * I can tell you what Sikhs do on two special occasions and describe why this matters to them (Level 3).
 |
| **KQ5 – What can be learned from the lives of significant people of faith?** | * I can tell you about someone who was an inspiring Christian leader, and talk about what their influence and achievements were (Level 4).
 | * I can describe the story of Abraham and his impact on the Jewish faith (Level 3).
 | * I can present key moments in the life of Muhammed (pbuh) (Level 3).
 | * I can talk about following others, and how people follow the Buddha (Level 3).
 | * I can describe some key events in Mohandas Gandhi’s story and say what I think some of his achievements were (Level 4).
 | * I can describe the stories of at least 3 of the Sikh gurus and their impact on the Sikh faith (Level 3).
* I can describe the qualities of someone that inspires me (Level 4).
 |
| **KQ6 – How do I and other feel about life and the universe around us?** | * I can talk about my own reactions to people, animals and things in the natural world and talk about how I would like them to be treated (Level 3).
 | * I can retell a Jewish story which raises puzzling questions, including its context, and respond to one of those questions (Level 4/5).
 | * I can talk about my own behaviour towards the natural world (Level 3).
 | * I can talk about how I treat nature and animals of the world – and how this is similar to someone who follows the Buddha (Level 3).
 | * I can describe the story of the Mahabharata and talk about one Hindu belief it conveys.
 | * I can describe what many Sikhs believe about equality, tolerance and service (Level 4/5).
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| **UKS2 RE****KQ1 – KQ3** |
|  | **Christianity** | **Judaism** | **Islam** | **Buddhism** | **Hinduism** | **Sikhism** |
| **KQ1 – Why are these words special?** | * I can apply the idea that the Bible is important to Christians to my own responses to stories which are important to me (Level 3).
 | * I can describe the message I think would be in an important book and why I think it is important (Level 4).
 | * I can show that I understand a reason for respecting the Qur’an.
* I can show that I understand some questions about Allah and some Muslim answers,
 | * I can show that I understand some questions about life, and some answers of the followers of the Buddha (Level 5).
 | * I can apply some of the themes of Hindu stories to experiences of my own (Level 3).
 | * I can describe a book that is important to me and link this with the way Sikhs feel about their holy books (Level 3).
 |
| **KQ2 – Why are some places special?** | * I can describe how an object or piece of music might inspire a Christian during worship (Level 4).
 | * I can tell you a historical story about Jerusalem and describe why it is a special place for Jews (Level 3).
* I can link Jewish feelings about Jerusalem with how I feel about a special place of my own (Level 4).
 | * I can suggest meanings for the feelings we experience when we are in large crowds (Level 4/5).
* I can ask questions about the meaning of the Hajj: why does it ‘hold up the Muslim religion’ like a strong pillar?
 | * I can ask questions about the meaning of the life story of the Buddha (Level 4).
* I can explain why these stories are still worth retelling after thousands of years (Level 5).
 | * I can describe what might happen on a Hindu pilgrimage or at a temple worship, and why these matter to Hindus.
 | * I can describe some objects that are special to me and describe how I would like them to be treated respectfully.
* I can tell you a story about the Golden Temple and why it is a special place for Sikhs.
 |
| **KQ3 – How can faith contribute to community cohesion?** | * I can talk about times in my life when I have helped to care for others, or when people have helped care for me (Level 3).
* I can talk about the sort of community events which I think are important in a place which feels good to live in (Level 4).
 | * I can describe what Jewish ritual in the home means and tell you about what Bar Mitzvah/ Bar Mitzvot means (Level 4).
* I can tell you about what I do and what other people do to show they are growing up and becoming more responsible ( level 4).
 | * I can ask questions about the practice and meaning of the Five Pillars (Level 3).
* I can describe in details, the Five Pillars of Islam (Level 5).
 | * I can describe the Five Precepts of the Buddha (Level 3).
* I can describe some ways life may be good, or may be hard for local and worldwide followers of the Buddha (Level 4).
* I can show that I understand how the Five Precepts might link to my own life (Level 4).
 | * I can describe some Hindu beliefs about God and its impact on Hindu life.
* I can relate Hindu beliefs about God to my own life and say what influence they might have on how I choose to behave.
 | * I can describe something Sikhs believe about God.
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| **UKS2 RE****KQ4 – KQ6** |
|  | **Christianity** | **Judaism** | **Islam** | **Buddhism** | **Hinduism** | **Sikhism** |
| **KQ4 – Why are some times special?** | * I can tell you about a Christian festival (Level 3) and describe why it is a special time for Christians (Level 4).
* I can talk about times when special things happened to mem and how I felt (Level 3).
 | * I can tell you about times when I might have experienced similar feelings or celebrated similar things (Level 3).
 | * I can detail a timeline for a day in Ramadan for a Muslim (Level 3).
* I can ask questions about the impact of self-denial or self-control on a person’s life (Level 3/4).
 | * I can create an imaginative diary of feelings during time spent ‘in robes’ as a monastic learner (Level 4).
* I can ask questions about the impact of self-denial or self-control in a person’s life.
* I can ask questions about the impact of self-denial or self-control on a person’s life.
* I can show that I understand why the followers of the Buddha stay at a monastery as a Bhikkhu (monk) during their youth (Level 5).
 | * I can apply the themes taught in Y3/4 to my own life and talk about how they might influence me.
 | * I can tell you about times when I might have experienced similar feelings or celebrated similar things (Level 4).
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| **KQ5 – What can be learned from the lives of significant people of faith?** | * I can identify the qualities I admire in people I respect (Level 5).
 | * I can describe the qualities of someone who inspires me (Level 4).
 | * I can suggest an answer to the question ‘What can people from other faiths learn from the life of Muhammed (pbuh) (Level 4/5).
 | * I can recognise and describe some key moments in the Buddha’s life (Level 3/4).
* I can create a piece of artwork that shows my reflections.
* I can show that I understand why the Four Noble Truths matter to a follower of the Buddha (Level 4/5).
 | * I can describe something Mohandas Gandhi taught and the impact it might have today 9Level 4).
 | * I can describe the stories of at least 3 of the Sikh gurus and their impact on the Sikh faith (Level 3).
* I can describe the qualities of someone that inspires me (Level 4).
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| **KQ6 – How do I and other feel about life and the universe around us?** | * I can give 3 examples of ‘Why’ questions about life and the universe that are difficult to answer (Level 5).
* I can say what I think about two of these questions (Level 5).
 | * I can think of question which puzzles me about something I have experienced and say what I might say to someone with the same question, or someone from the Jewish faith (Level 4/5).
* I can identify and discuss some difficult issues relating to the Jewish faith during the second world war (Level 5).
 | * I can give 3 examples of a ‘why’ question about life and the universe which are difficult to answer (Level 4).
 | * I can suggest what a follower of the Buddha’s answer to ‘why’ questions might be.
* I can say what I think about the Buddha’s way of reducing suffering using compassion and meditation (Level 4).
 | * I can describe how one of the themes from the Mahabharata might have an impact on people today, including myself (Level 4).
 | * I can recognize where in the world equality, tolerance and service are a issue, and describe what I would like to do about them (Level 4/5).
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**Assessment Criteria**

The following criteria should be used as a ‘best fit’ model. Teachers should consider whether or not a pupil is working towards meeting the KPIs, has met the KPIs or is exceeding the KPIs.

It is critical that pupils have depth to their learning, and can apply the KPIs independently in a range of scenarios.

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| **RE Assessment KPIs** |
| **As a Y1 theologist…** | **As a Y2 theologist…** |
| **Stories & Sources (KQ1, KQ2, KQ4)*** I am beginning to recognise some religious stories

**Religious Forms (KQ1, KQ2, KQ4, KQ6)*** I am beginning to recognise some religious signs, symbols, words or phrases.

**Believers’ Lives (All KQ)*** I am beginning to recognise that people act in a particular way because of their religion

**Beliefs & Values (All KQ)*** I am beginning to say what matters about my own experiences and feelings

**Religious Questions (All KQ)*** I am beginning to say what I wonder about

**Contemplation & Prayer (KQ2, KQ4)*** I am beginning to reflect quietly
 | **Stories & Sources (KQ1, KQ2, KQ4)*** I recognise some religious stories, events and people

**Religious Forms (KQ1, KQ2, KQ4, KQ6)*** I can recognise some religious signs, symbols, words or phrases and can link them to the correct religion

**Believers’ Lives (All KQ)*** I recognise that people act in a particular way because of their religion and describe some ways that they live their lives

**Beliefs & Values (All KQ)*** I say what matters about my own experiences and feelings

**Religious Questions (All KQ)*** I say what I wonder about and recognise that some questions are difficult to answer

**Contemplation & Prayer (KQ2, KQ4)*** I reflect quietly and can give a response to a stimulus
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| **RE Assessment KPIs** |
| **As a Y3 theologist…** | **As a Y4 theologist…** |
| **Stories & Sources (KQ1, KQ2, KQ4)*** I am beginning to make links between religious stories and beliefs

**Religious Forms (KQ1, KQ2, KQ4, KQ6)*** I am beginning to use some religious vocabulary to give reasons for religious actions or symbols

**Believers’ Lives (All KQ)*** I am beginning to give reasons for certain actions by followers of a religion

**Beliefs & Values (All KQ)*** I am beginning to make links to show how feelings and beliefs affect my behaviour and that of others

**Religious Questions (All KQ)*** I am beginning to compare my own and other people’s ideas about questions that are difficult to answer

**Contemplation & Prayer (KQ2, KQ4, KQ6)*** I am beginning to show understanding of the importance of quiet during times of reflection & prayer
 | **Stories & Sources (KQ1, KQ2, KQ4)*** I describe and show understanding of religious sources, beliefs, ideas, feelings & experiences – making links between them

**Religious Forms (KQ1, KQ2, KQ4, KQ6)*** I use religious words and phrases to show an understanding of a range of different forms of worship

**Believers’ Lives (All KQ)*** I show an understanding of how religious beliefs shape some people’s everyday lives

**Beliefs & Values (All KQ)*** I show how mine and others’ decisions are affected by beliefs and values

**Religious Questions (All KQ)*** I engage with and respond to questions of life the light of religious teaching

**Contemplation & Prayer (KQ2, KQ4, KQ6)*** I demonstrate an appreciation of the elements needed for prayer, reflection and contemplation
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| **RE Assessment KPIs** |
| **As a Y5 theologist…** | **As a Y6 theologist…** |
| **Stories & Sources (KQ1, KQ2, KQ4)*** I am beginning to explain how religious sources are used to provide answers to ultimate questions and moral issues

**Religious Forms (KQ1, KQ2, KQ4, KQ6)*** I am beginning to describe and explain the meaning and purpose of a variety of forms of worship

**Believers’ Lives (All KQ)*** I am beginning to identify similarities and differences between peoples’ responses to social and moral issues because of their beliefs

**Beliefs & Values (All KQ)*** I am beginning to explain what beliefs and values inspire and influence me and others

**Religious Questions (All KQ)*** I am beginning to demonstrate how religious beliefs and teachings give some explanation of the purpose and meaning of human life

**Contemplation & Prayer (KQ2, KQ4, KQ6)*** I am beginning to explain why different situations are helpful to prayer reflection and contemplation
 | **Stories & Sources (KQ1, KQ2, KQ4)*** I explain why sources and arguments are used in different ways by different traditions to provide answers to ultimate questions or ethical issues

**Religious Forms (KQ1, KQ2, KQ4, KQ6)*** I explain the significance for believers of different forms of religious and spiritual celebration

**Believers’ Lives (All KQ)*** I explain how religious beliefs and teachings influence moral values and behaviours

**Beliefs & Values (All KQ)*** I express insights into the reasons for my own and others beliefs and values and the challenge of belonging to a religion

**Religious Questions (All KQ)*** I explain w(with reference to religious beliefs) my own and others’ answers to questions of meaning

**Contemplation & Prayer (KQ2, KQ4, KQ6)*** I explain why different forms of prayer, reflection and contemplation can be important in people’s lives.
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