

Hoyland Common Primary School

RE Skills



## **Programme of Study for the Barnsley Local 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.

### **Question 1**

#### **Why are these words special?**

Sacred books

### **Question 2**

#### **Why are some places special?**

Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages

### **Question 3**

#### **How can faith contribute to Community Cohesion?**

Beliefs, ethics, family traditions and faith in the community

### **Question 4**

#### **Why are some times special?**

Festivals and families

### **Question 5**

#### **What can be learned from the lives of significant people of faith?**

Role models

### **Question 6**

#### **How do I and others feel about life and the universe around us?**

Ultimate questions

## Six Key Questions to Support Continuity and Progression in Religious Education in Barnsley

As a basis for the Barnsley Local Agreed Syllabus Six Key Questions are used.

Six Key Questions	What do the questions mean at Key Stage 1?	What do the questions mean at Key Stage 2?	What do the questions mean at Key Stage 3?
<p><b>1. Why are these words special?</b> Sacred books</p>	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	Pupils explain and interpret the teachings of key authorities in each religion. They respond thoughtfully to the teachings studied
<p><b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	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’	Pupils explain the role of places of worship in the religions studied. They interpret the architecture, and evaluate its impact on worshippers. Pupils account for the role of pilgrimage in different religions and interpret the meanings of rituals. They respond for themselves to ideas about sacred places
<p><b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community</p>	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	Pupils explain connections between beliefs and values, giving their own thoughtful ideas about what is good and evil in the light of belief in various ways. Pupils explain and interpret a range of forms of religious expression, and express their own insights into belief in various ways. Pupils can explain the presence of a number of religions in the region and account for the community life of each. They can express insights into what makes a good plural society
<p><b>4. Why are some times special?</b> Festivals and families</p>	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	Pupils explain and interpret the ways festivals focus beliefs and values in different faiths studied. They consider and justify what they celebrate, and why
<p><b>5. What can be learned from the lives of significant people of faith?</b> Role models</p>	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	Pupils explain the impact of the lives of inspiring religious figures, and account for the impact of their own ‘heroes’ on their thinking and behaviour
<p><b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions</p>	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	Pupils can explain their own views and the views from religions they have studied about philosophical and religious questions to do with God, humanity and the meanings of life

## Christianity Skills

Six Key Questions	KS1		KS2	
	AT1 (Learning About Religion)	AT2 (Learning From Religion)	AT1 (Learning About Religion)	AT2 (Learning From Religion)
<p><b>1. Why are these words special?</b> Sacred books</p>	<ul style="list-style-type: none"> <li>Name some people in the stories, such as <b>Moses, Samuel</b> or <b>Jesus</b></li> <li>I can retell a story (Level 1), some stories (Level 2) from the Christian <b>Bible</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about how I feel when listening to a story from the <b>Bible</b> (Level 1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make links between some stories, history and <b>artwork</b> connected with the <b>Bible</b> and some beliefs which are important to Christians (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can apply the idea that the <b>Bible</b> is important to Christians to my own responses to stories which are important to me (Level 3).</li> </ul>
<p><b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<ul style="list-style-type: none"> <li>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 an important place (Level 2/3).</li> </ul>	<ul style="list-style-type: none"> <li>I can respond sensitively to the feelings Christians have in a Christian place of worship by thinking about a special place of my own (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe a place which is special to Christians (Level 3) and tell you something about it which makes it special (Level 4).</li> <li>I can describe some differences and similarities between two <b>churches</b> (features and worship) (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how an object or a piece of music might inspire a Christian during worship (Level 4).</li> </ul>
<p><b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community</p>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my own experiences of caring and being cared for (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe ways in which Christians put their beliefs into action by helping others, and tell you about the community work of different <b>Christian places of worship</b> in the locality (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about times in my life when I have helped to care for others, or when people have helped to care for me (Level 3).</li> <li>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).</li> </ul>
<p><b>4. Why are some times special?</b> Festivals and families</p>	<ul style="list-style-type: none"> <li>I can identify a time which is special for Christians (Level 1) and suggest some reasons why it is an important time (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can think about a special time of my own (Level 1).</li> <li>I can respond sensitively to the feelings Christians have at special times (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about a Christian festival (Level 3) and describe why it is a special time for Christians (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about times when special things happened to me, and about how I felt (Level 3).</li> </ul>
<p><b>5. What can be learned from the lives of significant people of faith?</b> Role models</p>	<ul style="list-style-type: none"> <li>I can suggest why some people are important for Christians, (see above) and give an example of their role (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest some of the qualities special people have and tell you about someone who is special to me because they have these qualities (see suggested areas of study) (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about someone who was an inspiring Christian leader, and talk about what their influence and achievements were (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the qualities I admire in people I respect (Level 5).</li> </ul>
<p><b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions</p>	<ul style="list-style-type: none"> <li>I can suggest two things which Christians believe because of the stories about God creating the world (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>I can give three examples of 'Why' questions about life and the universe which are difficult to answer (Level 5)</li> <li>I can describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.(Level 4)</li> </ul>	<ul style="list-style-type: none"> <li>I can say what I think about two of these questions (Level 5).</li> <li>I can show how my own and others' decisions are informed by beliefs and values.(Level 4).</li> </ul>

## Christianity KS3 Skills

Six Key Questions	KS3	
	AT1 (Learning About Religion)	AT2 (Learning From Religion)
<b>1. Why are these words special?</b> Sacred books	<ul style="list-style-type: none"> <li>I can give an informed account of how the <b>Bible</b> has developed and interpret the views of different Christians who use it (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the significance of the Bible for a range of people and express insights into the different ways in which it is used (Level 6).</li> </ul>
<b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages	<ul style="list-style-type: none"> <li>I can give an informed account of the features of churches from different denominations and explain how these are used in the worship of each church (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the worshipping needs of different Christians and say how a building could be adapted to meet these differing needs (Level 4/5).</li> </ul>
<b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community	<ul style="list-style-type: none"> <li>I can identify the main Christian beliefs and teachings and how these motivate Christians in their personal and community life (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can critically evaluate my own beliefs and values and consider how actions in my life affect people close to me and the wider community (Level 6).</li> </ul>
<b>4. Why are some times special?</b> Festivals and families	<ul style="list-style-type: none"> <li>I can explain why the Easter period is important to Christians in terms of the beliefs they are expressing compared to the secular customs (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse how some of these beliefs are relevant to my life and experience (Level 5).</li> </ul>
<b>5. What can be learned from the lives of significant people of faith?</b> Role models	<ul style="list-style-type: none"> <li>I can present an analytical account of the life, work and achievements of a key Christian and explain why they might inspire other Christians today (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can draw independent and informed conclusions as to what makes a person inspiring and evaluate the role of faith in motivating someone to inspire others (Level 5).</li> </ul>
<b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions	<ul style="list-style-type: none"> <li>I can give one example of an argument for God's existence, and one example against God's existence, and tell you how each could be criticised Level 6).</li> </ul>	<ul style="list-style-type: none"> <li>I can present a reasoned argument about whether or not I believe in God, and why I hold that view, and tell you why someone else might believe something different (Level 6/7).</li> </ul>

## Judaism Skills

Six Key Questions	KS1		KS2	
	AT1 (Learning About Religion)	AT2 (Learning From Religion)	AT1 (Learning About Religion)	AT2 (Learning From Religion)
<p><b>1. Why are these words special?</b> Sacred books</p>	<ul style="list-style-type: none"> <li>I can tell you a story from the <b>Torah</b> (Level 1)</li> <li>I can tell you how Jewish people treat the Torah (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can show you a special book of my own (Level 1) and talk about why I like it (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about a story from the <b>Torah</b> and about what it might mean for Jews and for other people (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the message I think would be in an important book and why I think it is important (Level 4).</li> </ul>
<p><b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<ul style="list-style-type: none"> <li>I can tell you one reason why Jerusalem is a special place for Jews (Level 2).</li> <li>I can identify a <b>synagogue</b> (Level 1) and tell you about something in it (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can think about a place I have been to that feels special to me (Level 1).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some external and internal features of a <b>synagogue</b> and tell you how Jews pray and study there (Level 3).</li> <li>I can tell you a historical story about <b>Jerusalem</b> and describe why it is a special place for Jews (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some objects that are special to me and suggest how I would like them to be treated respectfully (Level 3).</li> <li>I can link Jewish feeling about <b>Jerusalem</b> with how I feel about a special place of my own (Level 4).</li> </ul>
<p><b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community</p>	<ul style="list-style-type: none"> <li>I can suggest what a Jewish ritual in the home means, and tell you how Jews treat the <b>Sefer Torah</b> in a special way (Level 2).</li> <li>I can tell you about one thing Jewish people do to show they are connected to other people in the community (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you two rules which I follow at home or at school and identify how they help me behave well (Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about something a <b>synagogue</b> offers to people in the community (Level 4).</li> <li>I can describe what a Jewish ritual in the home means and tell you about what <b>Bar Mitzvah/ Bar Mitzvot</b> means (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe why community feeling is important and suggest things which foster this (Level 3).</li> <li>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).</li> </ul>
<p><b>4. Why are sometimes special?</b> Festivals and families</p>	<ul style="list-style-type: none"> <li>I can tell you what Jews do on one special occasion (Level 1), and tell you about the story behind this festival (Level 2/3).</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about a time that was special for me, and how I celebrate it (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you what Jews do on two special occasions, and tell you about the story behind these festivals (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about times when I might have experienced similar feelings or celebrated similar things (Level 3).</li> </ul>
<p><b>5. What can be learned from the lives of significant people of faith?</b> Role models</p>	<ul style="list-style-type: none"> <li>I can recognise a story and a law which Jewish children learn from Jewish adults (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can recall something important that I have learned from someone older than me (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the story of <b>Abraham</b> and his impact on the Jewish faith (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the qualities of someone who inspires me (Level 4).</li> </ul>
<p><b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions</p>	<ul style="list-style-type: none"> <li>I can retell a Jewish story (Level 2) which raises puzzling questions, and respond to one of these questions (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>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 question (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can retell a Jewish story which raises puzzling questions, including its context, and respond to one of those questions (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>I can think of a question which puzzles me about something I have experienced and say what I might say to someone with the same question (Level 4/5).</li> <li>I can identify and discuss some difficult issues relating to the Jewish faith during the Second World War (Level 5).</li> </ul>

## Judaism KS3 Skills

Six Key Questions	KS3	
	AT1 (Learning About Religion)	AT2 (Learning From Religion)
<b>1. Why are these words special?</b> Sacred books	<ul style="list-style-type: none"> <li>I can give an account of Jewish teaching from sacred texts and explain the impact of this on a Jewish person's life (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>I can critically evaluate the effect of authority and rules in my own life (Level 5).</li> </ul>
<b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages	<ul style="list-style-type: none"> <li>I can explain why Israel is important for Jewish people and explain the impact of <b>Yad Vashem</b> on Jews today (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>I can consider an important 'journey' which I have made and evaluate what made it different to an ordinary journey (Level 5/6).</li> </ul>
<b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community	<ul style="list-style-type: none"> <li>I can explain how three key Jewish beliefs affect social behaviour in the <b>Jewish</b> community (Level 5).</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate my own beliefs in the light of this learning, considering the effects they have on my relationships (Level 5/6).</li> </ul>
<b>4. Why are some times special?</b> Festivals and families	<ul style="list-style-type: none"> <li>I can give an account of a Jewish life cycle, explaining in detail at least two rites of passage (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>I can consider why key landmarks in my own life are important (Level 4/5).</li> </ul>
<b>5. What can be learned from the lives of significant people of faith?</b> Role models	<ul style="list-style-type: none"> <li>I can give an informed account of the life of a key Jewish leader in Jewish history and evaluate its impact on Jews today (Level 5).</li> <li>I can give an informed account of how Jews from different traditions today live faithfully (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can critically evaluate the relevance of their teaching for people's lives today, including my own (Level 6/7).</li> <li>Evaluate the impact of <b>*Anne Frank</b> and consider who I admire today for holding true to their beliefs (Level 6).</li> </ul>
<b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions	<ul style="list-style-type: none"> <li>I can give an account of the <b>Shoah/Holocaust</b> and its impact, considering some of the questions it raises about God and suffering (Level 5/6).</li> </ul>	<ul style="list-style-type: none"> <li>I can express my own insights into these questions, and evaluate some of my own beliefs in response to Jewish teaching (Level 6/7).</li> </ul>

# Islam Skills

Six Key Questions	KS1		KS2	
	AT1 (Learning About Religion)	AT2 (Learning From Religion)	AT1 (Learning About Religion)	AT2 (Learning From Religion)
<p><b>1. Why are these words special?</b> Sacred books</p>	<ul style="list-style-type: none"> <li>I can...talk about the <b>Holy Qur'ān</b> as a special book (Level 1).</li> </ul>	<ul style="list-style-type: none"> <li>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 (Level2).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how <b>Muslims</b> revere the <b>Holy Qur'ān</b> (Level 3). Suggest meanings for some symbolic actions used to handle the sacred text</li> <li>Ask questions about how non-<b>Muslims</b> might show respect for the <b>Islāmic</b> scriptures</li> </ul>	<ul style="list-style-type: none"> <li>I can show that I understand a reason for respecting this book (Level 3).</li> <li>Show that I understand some questions about <b>Allāh</b>, and some Muslim answers</li> </ul>
<p><b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<ul style="list-style-type: none"> <li>I can ...recognise that a <b>Mosque</b> is a <b>Muslim</b> holy building (Level 1).</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest a reason why praying daily matters to <b>Muslims</b> (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how <b>Muslims</b> visiting the <b>Ka'bah</b> for the first time might feel and behave (Level 4).</li> <li>- Describe what is seen and how it feels to be part of this great pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest meanings for the feelings we experience when we are in large crowds (Level 4/5).</li> <li>- Ask questions about the meaning of the <b>Hajj</b>: Why does it 'hold up the <b>Muslims</b> religion' like a strong pillar?</li> </ul>
<p><b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community</p>	<ul style="list-style-type: none"> <li>I can recognise that different people live by different rules (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about what happens when we break rules (Level 2).</li> <li>- Identify a special rule for behaviour at home and in school, e.g. 'be kind' or 'listen to others'</li> <li>- Talk about what would happen if everyone kept, or if everyone broke the rule</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions about the practice and meaning of the <b>Five Pillars</b> (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can create an interview with an imaginary <b>Muslim</b> entitled 'What my faith means to me!' and include aspects of the <b>Muslim</b> beliefs and practices (Level 5).</li> </ul>
<p><b>4. Why are some times special?</b> Festivals and families</p>	<ul style="list-style-type: none"> <li>I can recognise some rituals (eg food, cards) associated with <b>Eidul-Fitr</b> (Level 2).</li> <li>- Name a <b>Muslim</b> festival</li> <li>- Retell a story of '<b>Eid-ul-Fitr</b>'</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about what makes some days (eg birthdays, <b>Eid</b>, New Year) Special (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can...describe a timeline for a day in <b>Ramadān</b> for a <b>Muslim</b> (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions about the impact of self-denial or self-control on a person's life (Level 3/4).</li> </ul>
<p><b>5. What can be learned from the lives of significant people of faith?</b> Role models</p>	<ul style="list-style-type: none"> <li>I can name <b>The Prophet *Muhammad (pbuh)</b> as the leader of <b>Islām</b> (Level 1) and retell a story about him (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about who I would like to be like and why (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can present key moments in the life of <b>*Muhammad (pbuh)</b> (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest an answer to the question: 'What can people from other world faiths learn from the life of <b>*Muhammed (pbuh)</b>' (Level 4/5).</li> </ul>
<p><b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions</p>	<ul style="list-style-type: none"> <li>I can recognise that <b>Muslims</b> try to look after the world because they believe it belongs to <b>Allāh</b> (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my own behaviour in the natural environment: How do I treat animals and the world of nature? (Level 3).</li> <li>I can talk about my own behaviour towards the natural world (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can give three examples of 'why' questions about life and the universe which are difficult to answer (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can say what I think about two of these questions (Level 4).</li> </ul>



## Islam KS3 Skills

Six Key Questions	KS3	
	AT1 (Learning About Religion)	AT2 (Learning From Religion)
<p><b>1. Why are these words special?</b> Sacred books</p>	<ul style="list-style-type: none"> <li>I can identify and explain four ways in which Muslims show respect for the Holy Qur’ān (Level 4). - Explain what it means to be a Hafiz and what qualities that would require (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on questions such as: ‘What is the most difficult task you have ever undertaken?’ - Respond to the task: ‘What’s right isn’t always popular’. ‘What’s popular isn’t always right’. Discuss the statement with reference to <b>*Muhammad’s (pbuh)</b> criticism of the people of <b>Makkah</b> (Level 5). - Show that I understand why the <b>Holy Qur’ān</b> has a special place in <b>Islāmic</b> life and community (Level 4).</li> </ul>
<p><b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<ul style="list-style-type: none"> <li>I can give a thoughtful and well -reasoned response to why <b>Salāh</b> and <b>Hajj</b> strengthen a <b>Muslim’s</b> belief in <b>Allah</b> <ul style="list-style-type: none"> <li>record my insights of <b>Hajj</b></li> <li>clearly explain the symbolism that is shown on <b>Hajj</b> (Level 4/5)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can show that I understand the value of the <b>Hajj</b> in strengthening the identity of the <b>Muslim</b></li> <li>I can give a well-reasoned response when comparing the <b>Hajj</b> with other huge human events (Level 4/5)</li> </ul>
<p><b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community</p>	<ul style="list-style-type: none"> <li>I can describe the impact of the <b>Islāmic</b> religion in Barnsley, the region and the nation. - Show that I understand some things which make for respect for all in society - Explain some ways in which <b>Islāmic</b> communities contribute to the wider society (Level 4)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the challenges of the cultural context of being a British <b>Muslim</b>. - Give a thoughtful response to questions about the portrayal of <b>Islām</b> in the media. - Explain clearly some ways my life and beliefs are similar to and different from those we have studied. - Give a thoughtful response to the question: ‘What can I learn from Islāmic life and faith? (Level 4/5).</li> </ul>
<p><b>4. Why are some times special?</b> Festivals and families</p>	<ul style="list-style-type: none"> <li>I can explain how and why Muslims celebrate two festivals. - Explain clearly the ways these festivals compare and contrast with other celebrations I know about (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can relate <b>Islāmic</b> celebrations studied to my own experience of celebrating - Make an informed response to the values and commitments that are seen in <b>Islāmic</b> celebrations (Level 5).</li> </ul>
<p><b>5. What can be learned from the lives of significant people of faith?</b> Role models</p>	<ul style="list-style-type: none"> <li>I can show that I understand the place of <b>*Muhammad (pbuh)</b> in Islāmic life. - Explain the impact and influence of some key figures from Islām on <b>Muslims</b> today (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can compare the ways leaders in Islām have an influence on people who influence me. - Explain clearly who or what inspires me, and why. - Give a thoughtful response to ideas such as ‘hero’ ‘exemplar’, ‘<b>Prophet (pbuh)</b>’, ‘inspiration’(level 5).</li> </ul>
<p><b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions</p>	<ul style="list-style-type: none"> <li>I can describe what <b>Muslims</b> believe about <b>Allāh</b>, and how this has had an impact on their lives. - Give one example of an argument for God’s existence and one example against God’s existence, saying how each could be criticised (Level 5).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about whether or not I believe in God, and why I hold that view. - Compare my beliefs about God with those of a Muslim young person, explaining the impact our beliefs have on us (Level 5/6).</li> </ul>

## Buddhism Skills

Six Key Questions	KS1		KS2	
	AT1 (Learning About Religion)	AT2 (Learning From Religion)	AT1 (Learning About Religion)	AT2 (Learning From Religion)
<p><b>1. Why are these words special?</b> Sacred books</p>	<ul style="list-style-type: none"> <li>I can identify the Writings of the <b>*Buddha</b> as a special book.</li> <li>Retell a story from the Way of the Buddha (Level 2).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about a book that is special to me (Level 1).</li> <li>I can suggest a way to show respect to followers of the <b>Buddha</b> (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how followers of the <b>Buddha</b> revere the writings of the <b>*Buddha</b> (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can show that I understand a reason for respecting other people's holy books (Level 3).</li> <li>Show that I understand some questions about life, and some answers of followers of the Buddha (Level 5).</li> </ul>
<p><b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<ul style="list-style-type: none"> <li>I can recognise that a <b>Vihara</b> is a holy building for followers of the <b>Buddha</b> (Level 1).</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest a reason why calmness and peace matter to followers of the <b>Buddha</b> (Level 2/3).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how a follower of the Buddha feels and behaves when visiting for the first time places where <b>*Buddha</b> lives (Level 3)</li> <li>Describe what is seen and how it feels to be part of these pilgrimages (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions about the meaning of the life story of the <b>*Buddha</b> (Level 4)</li> <li>Why are these stories still worth retelling after thousands of years? (Level 5)</li> </ul>
<p><b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community</p>	<ul style="list-style-type: none"> <li>I can recognise that different people live by different rules and talk about the <b>Buddha's</b> idea of living harmlessly (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest a reason why a follower of <b>Buddha</b> might want to live as a <b>Bhikkhus</b> or <b>Bhikkunis</b> (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe <b>Five Precepts of the *Buddha</b> (Level 3).</li> <li>Describe some ways life may be good, or may be hard for local followers of the Buddha (Level 4)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions about the practice and meaning of the <b>Five Precepts</b> (Level 3).</li> <li>Show that I understand how the <b>Five Precepts</b> might link to my own life (Level 4).</li> </ul>
<p><b>4. Why are some times special?</b> Festivals and families</p>	<ul style="list-style-type: none"> <li>I can name a festival in the Way of the Buddha (Level 1)</li> <li>Retell and suggest the meaning of a story of celebrating <b>Wesak</b> (Level 2/3)</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about what makes some days special (Level 1)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the life of a young follower of the Buddha at a <b>Vihara</b> (Level 3)</li> <li>Ask questions about the value of this experience (Level 3/4)</li> </ul>	<ul style="list-style-type: none"> <li>I can create an imaginative diary of feelings during time spent 'in robes' as a monastic learner (Level 4)</li> <li>Ask questions about the impact of self-denial or self-control on a person's life</li> <li>Show that I understand why the followers of the <b>Buddha</b> stay at a monastery as a <b>Bhikkhu (monk)</b> during their youth (Level 5)</li> </ul>
<p><b>5. What can be learned from the lives of significant people of faith?</b> Role models</p>	<ul style="list-style-type: none"> <li>Name the <b>*Buddha</b> as the founder of the Way of the Buddha (Level 2).</li> <li>Retell a story of the <b>*Buddha</b> (Level 1).</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about following others, and about how people follow the <b>*Buddha</b> (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise and describe some key moments in the <b>*Buddha's</b> life (Levels 3/4)</li> <li>Create an artwork about the life of the <b>*Buddha</b> that shows my reflections</li> </ul>	<ul style="list-style-type: none"> <li>I can show that I understand why the <b>Four Noble Truths</b> matter to a follower of the <b>*Buddha</b> (Level 4/5).</li> </ul>
<p><b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions</p>	<ul style="list-style-type: none"> <li>I can retell a story of the <b>*Buddha</b> which shows care for nature (Level 3)</li> <li>I can recognise that followers of the <b>*Buddha</b> try to look after the world because they want to follow the <b>*Buddha's</b> way of doing no harm (Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my own behaviour towards the natural world: How do I treat animals and the world of nature? (Level 3).</li> </ul>	<ul style="list-style-type: none"> <li>I can give three examples of 'why' questions about life and the universe which are difficult to answer (Level 4)</li> </ul>	<ul style="list-style-type: none"> <li>I can say what I think about two of these questions (Level 4)</li> <li>I can suggest what a follower of the <b>Buddha's</b> answer to these questions might be</li> <li>I can say what I think about the <b>Buddha's</b> way of reducing suffering using compassion and meditation</li> </ul>

				(Level 4)
<b>Six Key Questions</b>			<b>KS3</b>	
		<b>AT1 (Learning About Religion)</b>		<b>AT2 (Learning From Religion)</b>
<b>1. Why are these words special?</b>	<ul style="list-style-type: none"> <li>Show my understanding of the <b>Four Noble Truths</b> or the <b>Eightfold Path</b> in a diagram I have created (Level 4).</li> </ul>		<ul style="list-style-type: none"> <li>I can express an insight into suffering that I acquired from learning about the <b>Way of the Buddha</b> (Level 5-7).</li> <li>I can share my thoughts on insights of the <b>*Buddha</b> and express my own views on some of the issues (Level 6).</li> </ul>	
Sacred books			<ul style="list-style-type: none"> <li>I can describe the shrine and its uses, asking questions about my own view of worship.</li> </ul>	
<b>2. Why are some places special?</b>	<ul style="list-style-type: none"> <li>I can label in detail a picture of a shrine to the <b>*Buddha</b>, using labels that say what can be seen (Level 4), what it means to a follower of the</li> </ul>			

### Buddhism KS3 skills

<p>Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<p><b>Buddha</b> and what questions it raises for me (Level 5).</p>	<ul style="list-style-type: none"> <li>- Explain the purpose of the objects, and on meditation and worship in the Way of the <b>Buddha</b>, responding for myself</li> <li>- Interpret meditation for a follower of the <b>Buddha</b> and its impact on life, relating to my own situation and to its contexts (Level 5).</li> </ul>
<p><b>3. How can faith contribute to Community Cohesion?</b> Beliefs, ethics, family traditions and faith in the community</p>	<ul style="list-style-type: none"> <li>• I can describe and explain some ways that ideas have an impact on the life of a follower of the Buddha (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>• I can consider and apply the <b>*Buddha's</b> teaching (the <b>Five Precepts or the Noble Eightfold Path</b>) to my own ideas and values.</li> <li>- Interpret the *Buddha's teaching and meditation and its impact on the lives of his followers, relating this to my own situation and to its contexts (Level 5).</li> </ul>
<p><b>4. Why are some times special?</b> Festivals and families</p>	<ul style="list-style-type: none"> <li>• I can describe and explain some celebrations and special times for followers of the <b>Buddha</b>, accounting for their impact on the lives of young followers.</li> <li>- Explain how different kinds of meditation are valuable in followers of the <b>Buddha</b> practice (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>• I can raise questions and suggest answers about what we do with our time, and whether time spent meditating is well spent (Level 5).</li> </ul>
<p><b>5. What can be learned from the lives of significant people of faith?</b> Role models</p>	<ul style="list-style-type: none"> <li>• I can describe the values that the <b>*Buddha</b> taught and their impact on life today.</li> <li>- Explain what impact these values have by imagining a world where the <b>*Buddha's</b> values were observed (Level 4).</li> </ul>	<ul style="list-style-type: none"> <li>• I can express my interpretations and insights into the teaching of the <b>*Buddha</b> for myself.</li> <li>- Contextualise the teaching of the <b>*Buddha</b> with reference to some modern problems of poverty, crime or conflict, saying how the values might be applied (Level 6/7).</li> </ul>
<p><b>6. How do I and others feel about life and the universe around us?</b> Ultimate questions</p>	<ul style="list-style-type: none"> <li>• I can interpret the <b>Eightfold Path</b> for myself, linking it to suffering (especially moral/man-made) (Level 5/6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can produce a reasoned argument about suffering in the world, relating it to the beliefs of the followers of the <b>Way of the Buddha</b> (Level 6/7)</li> </ul>