Religious Education Curriculum

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

Outline of RE coverage

Below is a suggested coverage outline to ensure that all religions are being covered in each year group.
The religions should be taught in the order stated below, ensuring that each religion is covered every half term with the appropriate question.

Each religion is covered every term focusing on 2 specific questions that have been taken from the programme of study for the Barnsley Local Agreed Syllabus and appropriately matched. The HCAT progressive document below supports the progression of skills and knowledge across key stages and ensures that each religion is taught consistently to help children *know more and remember more.*

The number of weeks per half term will vary between terms, the teaching of each question for each religion must be consistent and may be carried over if neccessary into terms with more weeks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question focus	**Question 1: Why are these words special?**	**Question 2: Why are some places special?**	**Question 3: How can faith contribute to Community Cohesion?**	**Question 4: Why are some times special?**	**Question 5: What can be learned from the lives of significant people of faith?**	**Question 6: How do I and others feel about life and the universe around us?**
Religions covered (in this order)	Christianity Judaism Islam Hinduism Sikhism Buddism	Christianity Judaism Islam Hinduism Sikhism Buddism	Christianity Judaism Islam Hinduism Sikhism Buddism	Christianity Judaism Islam Hinduism Sikhism Buddism	Christianity Judaism Islam Hinduism Sikhism Buddism	Christianity Judaism Islam Hinduism Sikhism Buddism

Autumn Term 1

Q1: Why are these words special?

		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
KS1	Cycle A	I know that the **Bible** is the Christian Holy Book. I can retell a story from the old testament in the bible.	I know that the **Torah** is the Jewish Holy Text. I know a story from the **Torah**.	I know that the **Qur'ān** is the Islamic holy book. I know that the **Holy Qur'ān** is a special book.	I know the Writings of the **Buddha** are a special book.	I know that the **Veda** is the Hindu holy text. I know a story from the Hindu Dharma.	I know that the **Guru Granth Sahib** is the Sikh holy Text. I know a story from the **Guru Granth Sahib.**
	Cycle B	I know how to retell some stories from old/new testament of the Christian **Bible.**	I know how Jewish people treat the Torah. I can retell a story from the Torah that is of special significance.	I can retell some stories from the **Qur'ān.** I know how to talk about a book that is special to me and ask questions to find out why a book is special to someone else.	I know a story from the Way of the Buddha: Jataka Tales. I know how to talk about a book that is special to me.	I know how Hindus respect the Veda. I know how to discuss a story from the Veda: Bhagavad Gita and the Ramayana.	I know how Sikh people treat the Guru Granth Sahib to show that it is special. I know how to discuss a special book of my own and talk about why I like it.
LKS2	Cycle A	I know some stories that demonstrate miracles.	I know how some stories from the Torah can be used to explain some of life's questions: Jonah & Samuel.	I know how to describe how **Muslims** revere the **Holy Qur'ān** . I know how to suggest meanings for some symbolic actions used to handle the sacred text.	I know how to describe how followers of the Buddha revere the writings of the ***Buddha** . I know how to show that I understand a reason for respecting other people's holy books.	I know how to discuss some Hindu stories: Ganesha stories.	The Guru Granth Sahib is put to bed in a special room of the gurdwara every evening. At the start of a new day, it is carefully carried to the platform under the canopy. When not being read, it is covered with a special cloth. As it is being read, a chauri is waved over the book as a sign of respect.
	Cycle B	I know some Christian stories which show Jesus as a leader.	I know how some stories from the Torah can be used to explain some of life's questions: Abraham & David.	I know how Islamic children interpret Arabic.	I know how non-Buddists might understand and show respect to Buddist beliefs.	I know how to suggest meanings from some Hindu stories: Hanuman.	I know how the **Guru Granth** Sahib has developed from oral tradition to written form.
UKS2	Cycle A	I understand how some parables from the Bible are important to Christian beliefs.	I know how some stories from the Torah can be used to explain some of life's questions: Isaac, Joseph.	I know how to show that I understand a reason for respecting this book.	I know how to show that I understand some questions about Buddhist life.	I know how religious figures relate to the sacred text: Avatars of Vishnu.	I know how the Guru Arjan Dev Ji was significant in collating the **Guru Granth Sahib.**
	Cycle B	I know how to make links between some stories, history and artwork connected with the **Bible** and some beliefs which are important to Christians.	I know how some stories from the Torah can be used to explain some of life's questions: Daniel, Esther or Ruth.	Show that I understand some questions about **Allah**, and some Muslim answers.	I know how to show that I understand some questions about life, and some answers of followers of the Buddha.	I know how some Hindu stories are significant within the relgion: Stories of the Ramayana.	I understand the significance of Guru Arjan Dev Ji within Sikhism.

Autumn Term 2

Q2: Why are some places special?

		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
KS1	Cycle A	I know how to respond sensitively to the feelings Christians have in a Christian place of worship by thinking about a special place of my own.	I know how to think about a place I have been to that feels special to me.	I know how to recognise that a **Mosque** is a **Muslim** holy building.	I know how to recognise that a **Vihara** is a holy building for followers of the **Buddha**.	I know how to identify a Hindu shrine in a Hindu house and tell why this is important to a family.	I know how to tell you about something which happens at a Gurdwara and why this is important for Sikhs.
	Cycle B	I know how to identify a Christian place of worship as a place which is special for Christians and suggest some reasons why it is an important place.	I know how to identify a **synagogue** and tell you about something in it. I know how to tell you one reason why Jerusalem is a special place for Jews.	I know how to suggest a reason why praying daily matters to **Muslims**.	I know how to suggest a reason why calmness and peace matter to followers of the **Buddha**.	I know how to tell you about something you might find in a Mandir and why this is important to Hindus.	Talk about a place I go to or a ritual I have which helps me to understand why worshiping at the Gurdwara is important to Sikhs.
LKS2	Cycle A	I know how to describe a place which is special to Christians and tell you something about it which makes it special.	I know how to describe some objects that are special to me and suggest how I would like them to be treated respectfully.	I know how to describe how **Muslims** visiting the **Ka ' bah** for the first time might feel and behave.	I know how to describe how a follower of the Buddha feels and behaves when visiting for the first-time places where *** Buddha** lives.	I know how families celebrate special things together at home and elsewhere.	I know how to describe some internal and external features of a Gurdwara
	Cycle B	I know how to describe some differences and similarities between two **churches** (features and worship) .	I know how to describe some external and internal features of a **synagogue** and tell you how Jews pray and study there.	Describe what is seen and how it feels to be part of this great pilgrimage.	Describe what is seen and how it feels to be part of these pilgrimages.	I know how to describe how a Hindu would feel about what might be seen, tastes, heard, smelt and felt during Puja.	I know and understand internal and external features of a Gurdwara and explain how Sikh ' s use it.
UKS2	Cycle A	I know how to describe how an object or a piece of music might inspire a Christian during worship	I know how to tell you a historical story about **Jerusalem** and describe why it is a special place for Jews.	I know how to suggest meanings for the feelings we experience when we are in large crowds.	I know how to ask questions about the meaning of the life story of the *** Buddha**.	I know what a Hindu pilgrimage is and its impact on Hindu ' s.	I know how to describe some objects that are special to me and describe how I would like them to be treat respectfully.
	Cycle B	I know what impact specific music has on Christians during worship and explain why.	I know how to link Jewish feeling about **Jerusalem** with how I feel about a special place of my own.	I know how to ask questions about the meaning of the **Hajj**.	I know why some stories still worth retelling after thousands of years?	I know how to describe what might happen on a Hindu pilgrimage or on a temple worship and say why these matters to Hindu ' s.	I know how to tell you a story about the Golden Temple and why it ' s a special place for Sikhs..

Spring Term 1

Q3: How can faith contribute to community cohesion?

		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
KS1	Cycle A	I know how to give examples of where Christianity can be seen in my community and talk about some of the ways Christians worship God.	I know how to suggest what a Jewish ritual in the home means, and tell you how Jews treat the **Sefer Torah** in a special way.	I know how to recognise that different people live by different rules.	I know how to recognise that different people live by different rules and talk about the **Buddha's** idea of living harmlessly.	I know how to tell you about some of Rama's qualities which help Hindu's know how to behave.	I know about what Sikh's do and how to show they are Sikh's.
	Cycle B	I know how to talk about my own experiences of caring and being cared for.	I know how to tell you about one thing Jewish people do to show they are connected to other people in the community.	I know how to identify a special rule for behaviour at home and in school, E.g. 'be kind' or 'listen to others'.	I know how to suggest a reason why a follower of **Buddha** might want to live as a **Bhikkhus** or **Bhikkunis.**	I know which qualities I think are important and how they help me to know what to do.	I know how to tell you about some special things I wear at different times for different occasions.
LKS2	Cycle A	I know how to describe ways in which Christians put their beliefs into action by helping others.	I know how to tell you two rules which I follow at home or at school and identify how they help me behave well.	I know about what would happen if everyone kept, or if everyone broke the rule and can talk about it with others.	I know how to describe **Five Precepts of the *Buddha.**	I know what happens at a Hindu wedding or festival and how this impacts on community	I know how to talk about a time where I celebrated with others as part of a group.
	Cycle B	I know and can tell you about the community work of different **Christian places of worship** in the locality.	I know how to tell you about something a **synagogue** offers to people in the community.	I know what the **Five Pillars** are and the importance of them.	I know some ways life may be good, or may be hard for local followers of the Buddha and can describe them in full.	I know about a time when I have celebrated with others and can talk about it with others.	I know how to describe a Langar and what it represents for Sikh's.
UKS2	Cycle A	I know how to talk about times in my life when I have helped to care for others, or when people have helped to care for me.	I know how to describe what a Jewish ritual in the home means and tell you about what **Bar Mitzvah / Bar Mitzvot** means.	I know how to ask questions about the practice and meaning of the **Five Pillars.**	I know how to ask questions about the practice and meaning of the **Five Precepts.**	I know how to describe some Hindu beliefs about God and its impact on Hindu life.	I know how to describe times when I meet and share food as a sign of welcoming.
	Cycle B	I know how to talk about the sort of community events which I think are important in a place which feels good to live in.	I know how to describe why community feeling is important and suggest things which foster this.	I know and can discuss Muslims beliefs and practices.	I know how the **Five Precepts** might link to my own life and can explain them to others.	I know how to relate Hindu beliefs about God to my own life and say what influence they might have on how I choose to behave.	I know how to describe something Sikh's believe about God.

SPRING TERM 2

Q4: WHY ARE SOME TIMES SPECIAL?

		CHRISTIANITY	JUDAISM	ISLAM	BUDDHISM	HINDUISM	SIKHISM
KS1	CYCLE A	I KNOW HOW TO IDENTIFY A TIME WHICH IS SPECIAL FOR CHRISTIANS	I KNOW AND CAN SAY WHAT JEWS DO ON A SPECIAL OCCASION.	I KNOW AND CAN RECOGNISE SOME RITUALS ASSOCIATED WITH **EIDUL-FIT.**	I KNOW ABOUT THE 'WAY OF THE BUDDHA' AND SOME OF THE WAYS WESAK IS CELEBRATED	I KNOW WHAT HINDUS DO DURING ONE FESTIVAL AND SAY WHY THIS IS A SPECIAL TIME FOR THEM.	I KNOW HOW TO TELL YOU WHAT SIKHS DO DURING ONE FESTIVAL AND SAY WHY THIS IS A SPECIAL TIME FOR THEM.
	CYCLE B	I KNOW HOW TO IDENTIFY A TIME WHICH IS SPECIAL AND SUGGEST SOME REASONS WHY IT IS AN IMPORTANT TIME.	I KNOW AND CAN EXPLAIN ABOUT A TIME THAT WAS SPECIAL FOR ME, AND HOW I CELEBRATE IT.	I KNOW A MUSLIM FESTIVAL AND CAN RETELL THE STORY BEHIND IT.	I KNOW ABOUT THE WAYS WESAK IS CELEBRATED AND HOW THIS IS CELEBRATED	I KNOW HOW TO TALK ABOUT WHY FRIENDSHIP IS SPECIAL TO ME AND THE CELEBRATION RAKSHA BANDHAM	I KNOW HOW TO TALK ABOUT TIMES WHEN I HAVE ENJOYED A SPECIAL OCCASION AND WHY IT WAS SPECIAL FOR MY FAMILY AND FRIENDS AS WELL.
LKS2	CYCLE A	I KNOW AND CAN EXPLAIN ABOUT A SPECIAL TIME OF MY OWN	I KNOW AND CAN EXPLAIN WHAT JEWS DO ON SPECIAL OCCASIONS	I KNOW AND CAN EXPLAIN THE SIMILARITIES BETWEEN TWO MUSLIM FESTIVALS	I KNOW HOW FOLLOWERS OF THE BUDDHA CELEBRATE A **VIHARA.**	I KNOW HOW A VARIETY OF FESTIVALS IN HINDUISM ARE CELEBRATED	I KNOW AND CAN EXPLAIN THE CELEBRATIONS OF SOME SIKH FESTIVALS
	CYCLE B	I KNOW HOW TO RESPOND SENSITIVELY TO THE FEELINGS CHRISTIANS HAVE AT SPECIAL TIMES.	I KNOW HOW JEWS CELEBRATE SPECIAL OCCASIONS, AND CAN EXPLAIN THE STORY BEHIND THESE FESTIVALS.	I KNOW AND CAN EXPLAIN HOW TO TALK ABOUT WHAT MAKES SOME DAYS SPECIAL.	I KNOW HOW SOME CELEBRATIONS ARE VALUABLE TO BUDDHISTS AND HOW IT IMPACTS ON THEIR LIVES	I KNOW HOW TO DESCRIBE WHAT HAPPENS AT A HINDU FESTIVAL AND SAY WHY IT MATTERS TO HINDUS.	I KNOW HOW TO TELL YOU WHAT SIKHS DO ON SPECIAL OCCASIONS AND DESCRIBE WHY THIS MATTERS TO THEM.
UKS2	CYCLE A	I KNOW HOW TO TELL YOU ABOUT A CHRISTIAN FESTIVAL AND DESCRIBE WHY IT IS A SPECIAL TIME FOR CHRISTIANS.	I KNOW AND CAN EXPLAIN ABOUT TIMES WHEN I MIGHT HAVE EXPERIENCED SIMILAR FEELINGS OR CELEBRATED SIMILAR THINGS.	I KNOW HOW PEOPLE CELEBRATE **RAMADAN** AND CAN EXPLAIN HOW IT IS CELEBRATED	I KNOW ABOUT THE LIFE OF A MONASTIC LEARNER	I KNOW THE IMPORTANCE OF NAVRATI AND HOW THIS LINKS TO OTHER HINDUISM SPECIAL TIMES.	I KNOW THE SIMILARITIES AND IMPORTANCE OF A RANGE OF FESTIVALS IN THE SIKH RELIGION
	CYCLE B	I KNOW HOW TO TALK ABOUT TIMES WHEN SPECIAL THINGS HAPPENED TO ME, AND ABOUT HOW I FELT.	I KNOW COMPARISONS BETWEEN MY OWN EXPERIENCES AND THOSE OF JUDAISM BELIEF	I KNOW AND CAN ASK QUESTIONS ABOUT THE IMPACT OF SELF-DENIAL OR SELF-CONTROL ON A PERSON'S LIFE.	I KNOW WHY THE FOLLOWERS OF THE **BUDDHA** STAY AT A MONASTERY AS A **BHIKKHU (MONK)** DURING THEIR YOUTH.	I KNOW HOW TO APPLY THE THEMES TAUGHT IN HINDUISM TO MY OWN LIFE AND TALK ABOUT HOW THEY MIGHT INFLUENCE ME.	I KNOW HOW TO TELL YOU ABOUT TIMES WHEN I MIGHT HAVE EXPERIENCED SIMILAR FEELINGS OR CELEBRATED SIMILAR THINGS.

Summer Term 1

Q5: What can be learned from the lives of significant people of faith?

		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
KS1	Cycle A	I know how to suggest why some people are important for Christians, and give an example of their role.	I know how to recognise a story and a law which Jewish children learn from Jewish adults.	I know how to talk about who I would like to be like and why.	I know and can retell a story of the ***Buddha.**	I know how to tell you what happens to Rama and Sita and say something about what the story means.	Retell a story about a Sikh Guru and say why he's important to Sikhs.
	Cycle B	I know how to suggest some of the qualities special people have and tell you about someone who is special to me because they have these qualities.	I know how to recall something important that I have learned from someone older than me.	I know how to name **The Prophet *Muhammad (pbuh)** as the leader of **Islam** and retell a story about him.	I know and can explain that the ***Buddha** is the founder of the 'Way of the Buddha'.	I know and can explain who Ramam and Sita are and their impact on Hindu's.	Identify why people in my own life are important to me and say why.
LKS2	Cycle A	I know a range of inspiring Christian leaders.	I know the story of Abraham and key events of his life and can retell it to others.	I know who Muhammad is and can explain why he was so important.	I know who the Buddha is and can explain why he is important to some people.	I know the importance of Mohandas Gandhi's story and can retell it confidently.	I know a range of Sikh Guru's and why they are important to Sikh's.
	Cycle B	I know and can talk about someone who was an inspiring Christian leader.	I know how to describe the story of **Abraham** and his impact on the Jewish faith.	I know how to present key moments in the life of ***Muhammad (pbuh)**	I know how to talk about following others, and about how people follow the ***Buddha.**	I know how to describe some key events in Mohandas Gandhi's story.	I know and can explain a key story of the Sikh Guru.
UKS2	Cycle A	I can show underdtanding of a range of Christian leaders and talk about their influence and achievements in detail.	I know what qualities are important to inspire someone close to me.	I know the impact Muhammad (pbuh) has on the Islam community.	I know how to recognise and describe some key moments in the ***Buddha's** life.	I know and understand what Mohandas Gandhi's achievements were and can explain them in detail.	I know the stories of at least 3 of the Sikh gurus and their impact on the Sikh faith.
	Cycle B	I know the qualities I admire in people I respect. I know how to identify the qualities I admire in people I respect.	I know how to describe the qualities of someone who inspires me.	I know how to suggest an answer to the question: 'What can people from other world faiths learn from the life of ***Muhammed (pbuh)** '.	I know how to show that I understand why the **Four Noble Truths** matter to a follower of the ***Buddha.**	I know how to describe something Mohandas Gandhi taught and the impact it might have today.	I know the key qualities of someone that inspires me and can explain how this makes me feel.

SUMMER TERM 2

QC: HOW DO I AND OTHERS FEEL ABOUT LIFE AND THE UNIVERSE AROUND US?

		CHRISTIANITY	JUDAISM	ISLAM	BUDDHISM	HINDUISM	SIKHISM
KS1	CYCLE A	I KNOW HOW TO SUGGEST TWO THINGS WHICH CHRISTIANS BELIEVE	I KNOW HOW TO RETELL A JEWISH STORY WHICH RAISES PUZZLING QUESTIONS, AND QUESTIONS AND ONE OF THESE QUESTIONS .	I KNOW HOW IMPORTANT THE WORLD IS TO MUSLIMS.	I KNOW HOW TO RETELL A STORY OF THE ***BUDDHA** WHICH SHOWS CARE FOR NATURE.	I KNOW HOW TO GIVE AN EXAMPLE OF A GOOD ACTION AND A BAD ACTION AND SAY WHY THEY ARE GOOD AND BAD.	I KNOW HOW TO TALK ABOUT SOME SIKH VALUES AND RETELL A STORY ABOUT A SIKH GURU AS AN EXAMPLE.
	CYCLE B	I KNOW WHAT CHRISTIANS BELIEVE BECAUSE OF THE STORIES ABOUT GOD CREATING THE WORLD.	I KNOW HOW TO THINK OF A QUESTION WHICH PUZZLES ME ABOUT SOMETHING I HAVE EXPERIENCED.	I KNOW HOW TO RECOGNISE THAT **MUSLIMS** TRY TO LOOK AFTER THE WORLD BECAUSE THEY BELIEVE IT BELONGS TO **ALLAH.**	I KNOW HOW TO RECOGNISE THAT FOLLOWERS OF THE ***BUDDHA** TRY TO LOOK AFTER THE WORLD BECAUSE THEY WANT TO FOLLOW THE ***BUDDHA'S** WAY OF DOING NO HARM.	I KNOW HOW TO TELL YOU ABOUT HINDU BELIEFS IN REINCARNATION AND THE IMPORTANCE OF DOING GOOD ACTIONS.	I KNOW HOW TO TALK ABOUT A TIME WHEN I HAVE BEEN HELPED, OR WHEN SOMEONE HAS HELPED ME.
LKS2	CYCLE A	I KNOW HOW TO TALK ABOUT MY OWN REACTIONS TO PEOPLE, ANIMALS AND THINGS IN THE NATURAL WORLD.	I KNOW HOW TO SUPPORT SOMEONE WITH A QUESTION THAT PUZZLES THEM AND THINK ABOUT WHAT I MIGHT SAY.	I KNOW AND CAN EXPLAIN WHY MUSLIMS BELIEVE THE WORL BELONGS TO ALLAH.	I KNOW HOW TO TALK ABOUT MY OWN BEHAVIOUR TOWARDS THE NATURAL WORLD:HOW DO I TREAT ANIMALS AND THE WORLD OF NATURE?	I KNOW THE STORY OF MAHABHARATA AND CAN RETELL IT TO OTHERS.	I KNOWTHE IMPORTANCE OF HELPING SOMEONE AND HOW IT LINKS TO WHAT SIKH'S BELIVE.
	CYCLE B	I KNOW HOW I WOULD LIKE PEOPLE, ANIMALS AND THINGS IN THE NATURAL WORLD TO BE TREATED.	I KNOW HOW TO RETELL A JEWISH STORY WHICH RAISES PUZZLING QUESTIONS, INCLUDING ITS CONTEXT, AND RESPOND TO ONE OF THOSE QUESTIONS.	I KNOW HOW TO TALK ABOUT MY OWN BEHAVIOUR TOWARDS THE NATURAL WORLD.	I KNOW HOW TO GIVE THREE EXAMPLES OF 'WHY' QUESTIONS ABOUT LIFE AND THE UNIVERSE WHICH ARE DIFFICULT TO ANSWER. I KNOW HOW TO SAY WHAT I THINK ABOUT TWO OF THESE QUESTIONS.	I KNOW HOW TO DESCRIBE THE STORY OF THE MAHABHARATA AND TALK ABOUT ONE HINDU BELIEF IT CONVEYS.	I KNOW WHAT EQUALITY AND TOLERANCE ARE AND CAN EXPLAIN THEM TO OTHERS.
UKS2	CYCLE A	I KNOW HOW TO GIVE THREE EXAMPLES OF 'WHY?' QUESTIONS ABOUT LIFE AND THE UNIVERSE WHICH ARE DIFFICULT TO ANSWER.	I KNOW HOW TO THINK OF A QUESTION WHICH PUZZLES ME ABOUT SOMETHING I HAVE EXPERIENCED AND SAY WHAT I MIGHT SAY TO SOMEONE WITH THE SAME QUESTION.	I KNOW HOW TO GIVE THREE EXAMPLES OF 'WHY' QUESTIONS ABOUT LIFE AND THE UNIVERSE WHICH ARE DIFFICULT TO ANSWER.	I KNOW HOW TO SUGGEST WHAT A FOLLOWER OF THE **BUDDHA'S** ANSWER TO THESE QUESTIONS MIGHT BE.	I KNOW A VARIETY OF HINDU BELIEFS THAT ARE CONVEYED IN THE STORY OF MAHABHARATA AND CAN EXPLAIN THEM.	I KNOW HOW TO DESCRIBE WHAT MANY SIKHS BELIEVE ABOUT EQUALITY, TOLERANCE AND SERVICE.
	CYCLE B	I KNOW HOW TO SAY WHAT I THINK ABOUT TWO OF THESE QUESTIONS.	I KNOW HOW TO IDENTIFY AND DISCUSS SOME DIFFICULT ISSUES RELATING TO THE JEWISH FAITH DURING THE SECOND WORLD WAR.	I KNOW HOW TO SAY WHAT I THINK ABOUT TWO OF THESE QUESTIONS.	I KNOW HOW TO SAY WHAT I THINK ABOUT THE **BUDDHA'S** WAY OF REDUCING SUFFERING USING COMPASSION AND MEDITATION.	I KNOW HOW TO DESCRIBE HOW ONE OF THE THEMES FROM THE MAHABHARATA MIGHT HAVE AN IMPACT ON PEOPLE TODAY, INCLUDING MYSELF.	I KNOW HOW TO RECOGNISE WHERE IN THE WORLD EQUALITY AND TOLERANCE ARE AN ISSUE, AND DESCRIBE WHAT I WOULD LIKE TO DO ABOUT THEM.