

# REact: Kent Agreed Syllabus for Religious Education

## Key Stage One: Hinduism

I can ... ..

### Hindu gods and goddesses

#### Level 1

- Know the names of two Hindu gods or goddesses;
- Say what happened in a story about a Hindu god or goddess;
- *Talk about what I find interesting about a statue of a Hindu god or goddess.*

#### Level 2

- Retell a story about a Hindu god or goddess and say why the story is important to Hindus;
- Use at least two Hindu words and say what they mean e.g. murti, puja;
- *Talk about how statues of the gods and goddesses show what Hindus believe about God.*

#### Level 3

- Describe the key beliefs from at least two stories about Hindu gods/goddesses;
- *Make some simple links between what Hindus believe about God and what I believe;*
- *Say what I find interesting or puzzling about how Hindus worship God.*

These 'I can ... ..' statements provide a starting point for thinking about what we want our pupils to **know, understand and be able to do** as a result of their RE experiences and opportunities.

#### Think about:

- How would you adapt these to cover the content focus for Hinduism you are going to be teaching in the year group/across the key stage?
- What learning activities/experiences do the pupils need in order to say 'I can ... ..' at the appropriate level? How will you know (assessment of and for learning)?

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## Key Stage One/Two/Three: Judaism

I can ... ..

### The Jewish Home

#### Level 1

- Show that I know about the Sedar Plate found in many Jewish homes and talk about what it is;
- Say something about what happens in many Jewish homes at Passover (Pesach);
- *Talk about what I find interesting about how a Jewish family celebrates Passover (Pesach) in their home.*

#### Level 2

- Retell the story of Passover (Pesach) and say why it is important to Jews;
- Use at least two Jewish words (e.g. Pesach, Sedar, Haggadah) and say what they mean;
- *Ask questions about how people might feel when they celebrate Passover and talk about when/if I have also had those feelings.*

#### Level 3

- Give a basic description of at least three things found in a Jewish home that shows that Jews live there;
- *Make some simple links between at least three things found in a Jewish home and how they show what Jews believe;*
- *Explain why each of three items are important to Jews and think about how this might be the same or different from things that are important to me.*

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### **Level 4**

- Use the correct Jewish words to describe items found in a Jewish home and show understanding of how they are used and why they are important to Jews today;
- Make clear links between how Jews celebrate their faith in their homes and how members of another religion (e.g. Christianity or Islam) celebrate their faith in their homes;
- *Ask questions and suggest some answers to why items found in a Jewish home might help them feel a 'sense of belonging' to the Jewish religion/way of life;*
- *Talk about things that make me feel as if I belong and link them (similarities and differences) with Jewish practices.*

### **Level 5**

- Use a wide range of key Jewish words and phrases to describe and show understanding of why things in the home are important to Jews in the practice of their faith;
- Explain some links between how Jews celebrate their faith in their homes and how members of at least one other religion (e.g. Christianity, Islam or Sikhism) celebrate their faith in their homes;
- *Express my views clearly about the importance of at least two items found in a Jewish home to help them practice their faith and compare them with any item I might use that helps me think about what is important in my life/religion.*

### **Level 6**

- Give an informed account of items found in many Jewish homes interpreting their symbolism for Jews today;

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- Explain how 'religion in the home' impacts on life for many Jews in Britain today showing similarities and differences between how different groups of Jews celebrate their religion in their homes;
- *Express insight into the significance of symbolism within Jewish life and practice and relate it to things that I have that are of significance to me;*
- *Show, giving reasons and examples, some of the benefits and challenges that Jewish religious practice in the home has for Jews today.*

### Level 7

- Analyse and explain how Jews from different groups (Orthodox and Reform) practice their religion in their homes showing a coherent understanding of its importance to them;
- Explain why Orthodox and Reform Jews practice their religion in their homes identifying and analysing the similarities and differences;
- *Give a personal response to the statement: 'It is vitally important to practice your religion in your home', critically evaluating my viewpoint.*

These 'I can ... ..' statements provide a starting point for thinking about what we want our pupils to know, understand and be able to do as a result of their RE experiences and opportunities.

#### Think about:

- How would you adapt these to cover the content focus for Judaism you are going to be teaching in the year group/across the key stage?
- What learning activities/experiences do the pupils need in order to say 'I can ... .. at the appropriate level? How will you know (assessment of and for learning)?

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## Key Stage Two/Three: Islam

I can ... ..

### The Five Pillars

#### Level 2

- Talk about why the daily prayers are so important to Muslims;
- Say what happens when Muslims go on pilgrimage (Hajj) to Makkah and why it is important to Muslims;
- *Ask questions about how people might feel when they go on hajj to Makkah and talk about when/if I have also had those feelings.*

#### Level 3

- Give a basic description of each of the Five Pillars of Islam and say why they are important to Muslims;
- *Make some simple links between the Five Pillars of Islam and the impact they have on a Muslim's life;*
- *Ask questions about why the Five Pillars are important to Muslims and think about things that are important to me in my life.*

#### Level 4

- Use the correct Arabic words to describe the Five Pillars of Islam and show understanding of why they are important to Muslims;
- Describe the impact practicing the Five Pillars has on Muslim life;
- *Apply the key teaching of belief in one God (Shahadah) to Muslim life in Britain today saying what is the same and what is different from what I believe about God;*
- *Talk about when/if/how 'religion' makes any difference to my life.*

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### **Level 5**

- Use a wide range of key Arabic words and phrases accurately to describe and show understanding of the Five Pillars of Islam;
- Explain some links between how Muslim go on Hajj and how members of at least two other religions practice pilgrimages explaining similarities and differences;
- *Express my views clearly about the importance of at least two of the Five Pillars and how they act as an inspiration to Muslims comparing them with what acts as an inspiration to me.*

### **Level 6**

- Use a wide range of key Arabic words and phrases to give an informed account of each of the Five Pillars of Islam explaining how these beliefs impact on Muslims in Britain today;
- Explain how belief in one God might impact on the life of a Muslim showing how they might relate this belief to at least two ethical issues relevant to life in Britain today.
- *Express insight into the significance of the Five Pillars of Islam for Muslims and relate it to my key beliefs about life and living;*
- *Show, giving reasons and examples, some of the benefits and challenges that religious practices have for Muslims today.*

### **Level 7**

- Analyse and explain how Muslims interpret and practice aspects of their beliefs in the Five Pillars differently;
- Explain, using different evidence and sources, the importance of any of the Five Pillars for Muslims today identifying and analysing how different Muslims might express their beliefs;

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- *Give a personal response to the statement: 'Prayer and fasting is good for the soul', critically evaluating my viewpoint.*

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### **Think about:**

- How would you adapt these to cover the content focus for Islam you are going to be teaching in the year group/across the key stage?
- What learning activities/experiences do the pupils need in order to say 'I can ... ..' at the appropriate level? How will you know (assessment of and for learning)?

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## Christianity

I can ... ..

### Christian: Christmas and Easter

#### Level 1

- Talk about what happens at Christmas or Easter and what Christians do to make it a special time;
- *Talk about what I remember about what I did at either Christmas or Easter time.*

#### Level 2

- Retell the Christmas or Easter story and say why this story is so important to Christians;
- *Ask questions about how Christians make Christmas or Easter a special time for them;*
- *Talk about why Jesus is so important in the stories and say what I think about him.*

#### Level 3

- Describe some key ways in which Christians celebrate festivals (e.g. Christmas/Easter) which shows they are special times of the year for them;
- Make simple links between the events (story), customs, beliefs and experiences of at least two Christian festivals (e.g. Christmas/Easter);
- *Ask questions about why celebrating festivals is important to Christians and think about how this might relate to special times in my life too.*

#### Level 4

- Use a range of Christian words and phrases to describe and show understanding of why Christmas and Easter are important festivals for Christians;

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- Make clear links between the events (story), customs, beliefs and experiences of how festivals from at least two other faiths (e.g. Judaism, Islam and/or Sikhism) are celebrated in Britain today;
- *Apply a key teaching of the festival of Easter (e.g. love, justice, forgiveness, atonement) to answer questions about how Christians should live today and give my own understanding of these key teachings too.*

### **Level 5**

- Use a wide range of key Christian words and phrases to describe and show understanding of why Christmas and Easter are important festivals for Christians;
- Explain some links between how Christians celebrate their festivals and how members of at least two other religions (Judaism, Islam or Sikhism) celebrate theirs to explain what is similar and what is different (practices and beliefs);
- *Express my views clearly about why celebrating Christmas and Easter acts as an inspiration for Christians comparing it with what acts as an inspiration to me.*

### **Level 6**

- Give a detailed and informed account of how Christmas and Easter are celebrated by Christians from at least two different Christian denominations explaining reasons for the differences in emphasis/practice that are found;
- Explain the impact that a Christian's celebration of Christmas and Easter has on their lives showing how their beliefs effect the things they do;
- *Give clearly expressed and well-argued reasons for my views about why Christmas and Easter are such important festivals for Christians ;*
- *Express, giving detailed reasons, some of the challenges raised by celebrating Christmas and Easter for Christians today relating these changes to any that I face in my own life.*

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### **Level 7**

- Analyse, using a variety of sources and evidence, how the contemporary celebration of Christmas and Easter reflects key Christian beliefs;
- Show a coherent understanding of the impact that a Christian's celebration of Christmas and Easter has on their lives analysing how their beliefs effect the things they do;
- *Evaluate, using appropriate evidence and sources, the challenges raised by the celebration of Christmas and Easter, for Christians in Britain today ;*
- *Articulate a personal response, giving clear reasons to some of the key beliefs and concepts expressed through the celebration of Christmas and Easter (e.g. love, justice, forgiveness, incarnation etc.).*

### **Level 8**

- Critically evaluate the impact that contemporary celebrations of Christmas and Easter have on Christians in Britain today;
- Analyse differing Christian interpretations of key beliefs and concepts connected to the celebration of Christmas and Easter in Britain today.
- *Coherently justify my own views about a key Christian doctrine linked with the celebration of Christmas and Easter, effectively analysing it, using a range of evidence and argument.*

### **Exceptional Performance**

- Provide a consistent and detailed analysis of the impact that contemporary celebrations of Christmas and Easter have on Christians in Britain today, correctly using complex religious, moral or philosophical vocabulary to do so;
- Give a detailed analysis of the impact of the celebration of Christmas and Easter on British society has changed and developed over time, taking into account religious,

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social and demographic changes. Analyse differing Christian interpretations of key beliefs and concepts connected to the celebration of Christmas and Easter in Britain today.

- *Coherently justify my own views about a key Christian doctrine linked with the celebration of Christmas and Easter, effectively analysing it, using a range of evidence and argument.*

These 'I can ... ..' statements provide a starting point for thinking about what we want our pupils to **know, understand and be able to do** as a result of their RE experiences and opportunities.

### **Think about:**

- How would you adapt these to cover the content focus for Christianity you are going to be teaching in the year group/across the key stage?
- What learning activities/experiences do the pupils need in order to say 'I can ... ..' at the appropriate level? How will you know (assessment of and for learning)?

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## Key Stage Three: Buddhism

I can ... ..

### The Buddha and his teachings

#### Level 3

- Describe some key things about the life of the Buddha which are important to Buddhists today;
- Make some simple links between different sources (like the Four Noble Truths, the Noble Eightfold Path and the Wisdom Sermon) to show what Buddhists believe about what the Buddha taught;
- *Respond to the teaching of the Noble Eightfold Path and say what I think it says about what is right and wrong.*

#### Level 4

- Use a range of Buddhist terms correctly to describe and show understanding of Buddhist beliefs;
- Make clear links between some of the sources in Buddhism (like the Four Noble Truths, the Noble Eightfold Path and the Wisdom Sermon) and the sources of one other religion (e.g. the Qur'an and Hadith in Islam or the Bible and Creeds in Christianity) to show what they believe about their 'founder' or important religious leader;
- *Apply the teachings of Buddhism (from for example the Eightfold Path) to answer questions about right and wrong and give reasons for my opinions about it.*

#### Level 5

- Use a wide range of Buddhist terms correctly to describe and show understanding of Buddhist beliefs;

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- Explain clearly some links between some of the sources in Buddhism (like the Four Noble Truths, the Noble Eightfold Path and the Wisdom Sermon) and the sources of one other religion (e.g. the Qur'an and Hadith in Islam or the Bible and Creeds in Christianity) to explain how they are similar and different;
- *Express my views clearly about a given statement and can evaluate both the statement and my views from a Buddhist perspective. .*

### **Level 6**

- Interpret the ways in which at least two different traditions within Buddhism put the teachings of the Buddha into practice in daily life;
- *Evaluate how being a Buddhist in Britain in the 21<sup>st</sup> century might be challenging;*
- *Apply my views about a given statement and can evaluate that statement and my views about it from a Buddhist and at least one other (e.g. Muslim, Sikh or Christian) perspective.*

### **Level 7**

- Demonstrate a coherent understanding of the way in which different Buddhists belong to different traditions put the teachings of the Buddha into practice in daily life;
- *Analyse how being a Buddhist affects the daily life of Buddhist from different traditions and relate this to some of my own experiences;*
- *Articulate my own responses about a given statement and can critically evaluate it from a Buddhist and at least two other (e.g. Muslim, Christian, Sikh) perspectives..*

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### Think about:

- How would you adapt these to cover the content focus for Buddhist you are going to be teaching in the year group/across the key stage?
- What learning activities/experiences do the pupils need in order to say 'I can ... ..' at the appropriate level? How will you know (assessment of and for learning)?