

Section 4 - Impact

How do we know we have made an impact?

4.1 A Guide to Assessment using the End of Key Stage Statements (EKSS)

4.2 Primary Schools: additional assessment support materials

4.3 Assessment Procedures – all schools

4.4 End of Key Stage Statements – all Key Stages

4.4.1 EYFS

4.4.2 Key Stage 1 - Years 1 & 2

4.4.3 Lower Key Stage 2 - Years 3 & 4

4.4.4. Upper Key Stage 2 – Years 5 & 6

4.4.5 Key Stage 5 – Years 7 & 8

4.1 A Guide to Assessment using the End of Key Stage Statements (EKSS)

The **Cheshire East** agreed syllabus for Religious Education (2022), sets out the assessment requirements for all *community schools, voluntary controlled church schools, free schools, or academies* (including those that were originally voluntary controlled church schools) in Cheshire East. <https://www.cheshireeast.gov.uk/schools/sacre/sacre.aspx>

Church schools should refer to the **Chester Diocesan syllabus** guidelines that set out the requirements for *voluntary aided schools, free schools or academies* that were originally voluntary aided schools. (See Assessment documents). <https://www.chester.anglican.org/schools/religious-education/>

Cheshire East Agreed Syllabus - End of Key Stage Statements

In order to assist with assessment the Cheshire East agreed syllabus provides a collection of **End of Key Stage Statements** in the form of 'I can statements', (See below). These are linked to the content overviews (see Section 3 of the main syllabus).

NB It is important to note that not all the content contained within the content overviews is reflected in these statements (EKSS). Only essential knowledge is covered. They also include key skills to enable assessment to take place at the end of:

*EYFS * Key Stage 1(Yr.1/2) * Lower Key Stage 2 (Yr.3/4)* Upper Key Stage 2 (Yr.5/6)*

Each end of key stage statement is based on pupils having knowledge and understanding of essential minimum content found in the content overviews and appropriate key skill development.

NB It is expected that pupils will complete a range of work over several units that enables them to reach each statement during a two-year period.

4.2 Primary Schools additional assessment support materials

In addition to the EKSS there are a collection of files for **primary schools** which are supplementary tools to assist schools in measuring progress against the end of key stage statements which span across two-year groups. These can be found in the relevant year groups in Handbook Part 1:2g. Each of these documents identifies one or more end of key stage statements and sets out what a pupil is expected to do at '*emerging, expected and exceeding*' levels of attainment.

RE Leaders should introduce these documents to teachers only as **reference tools** to enable them to plan opportunities in Religious Education more effectively with their colleagues. They should be used against teachers planning to judge levels of progression. 'Emerging' statements will indicate where a pupil might have reached prior to the 'expected level' and give a guide to planning next steps of learning.

'Exceeding levels' will give teachers' ideas on how to develop those who have reached the 'expected' level. These documents should be used with any long or medium-term planning and other supplementary planning resources.

4.3 Assessment Procedures – all schools

School assessment will consider a range of approaches to measure progress.

Teachers should use their professional judgment when using each approach to assessment:

1. **Diagnostic** - about making *meaningful judgements*. Useful for monitoring and tracking pupil performance over time.
2. **Formative** - ongoing assessment for learning (AFL) – involving pupils e.g. peer assessment; gathering and interpreting evidence about pupils' learning. Teachers use that evidence to decide where pupils are in their learning, where they are going and how to take the next steps. (e.g. using post it notes on planning).
3. **Summative** - a snapshot at the end of a theme, unit, or programme of study (*summative assessment*). Teachers need to decide how often these take place. They should be about building *knowledge and understanding of substantive content around a set of key skills and* built in as part of the *daily process* of teaching and learning. These may take place on any occasion when students give evidence of what they understand or can do. This could be matched to *learning objectives and outcomes* signposted in planning.
4. **Individual** – these should match each school's policy BUT be based on the End of Key Stage Statements in the syllabus. There is specific essential knowledge identified for each key phase (EYFS, KS1, Lower KS2 Upper KS 2, KS3). See *Cheshire East RE Agreed Syllabus Section 4.4*).

How can we assess in RE?

RE Assessment may be:

- a) Completed with whole class(es); small groups or individuals.
- b) Conversations with pupils about what they know and can do.
- c) Questions differentiated to provide opportunities for pupils of differing abilities to demonstrate their knowledge and understanding.
- d) Gathering information from pupils' self and peer assessment activities.
- e) An initial assessment of pupils previous knowledge e.g., through a mind-map; quiz.
- f) Differentiated tasks linked to the RE syllabus; 'End of Key Stage statements'.
- g) Summative tests.
- h) Pupil interviews.
- i) Gathered from the whole range of learning experiences, for example, writing, artwork, oral responses to reflective experiences, hot-seating, 'diamond nines', checklist activities, role plays, mind maps, circle-times and debates, surveys, matching activities, and other active learning strategies.

How do you record pupils' achievements?

Recording Pupil Progress should:

- Be in line with normal individual school procedures.
- Include records that enable teachers to build up a picture of student attainment over the course of each year and provide the evidence required for making a meaningful judgement about their attainment.
- Track an individual pupil's progress over time and show their progress towards the Cheshire East End of Key Stage Statements.

- Include a variety of methods of recording pupils' work. These could include class record sheets; using a mark-book with learning objectives listed in the columns; providing pupils with self and peer assessment sheets; making digital records, e.g., photos of a drama presentation, or a scribed record of key contributions to a discussion; making 'floor books', using flip chart paper, to scribe comments from pupils as they contribute to a discussion or debate; portfolios of pupils' work.
- Marking evidence from pupils work will feed into the record of pupil achievement but must be in line with each individual school policy.

Reporting

It is recommended that schools report on pupil achievement in RE at the end of each Key Stage, (eg in Year 3 and 4, reporting should be done at the end of Year 4). School may also report at the end of each year if that is their standard practice. In deciding on a pupil's level of attainment, teachers should use the evidence they have gathered from assessment procedures to judge where pupils are in relation to End of Key Phase Statements.

The following section details the End of Key Stage Statements for each phase:

Section 4.4 End of Key Stage Statements

4.4.1 By the end of Foundation Stage (EYFS) it is expected pupils will be able to:

Content: Christianity 'I can'.....	
1.	(A) Talk about how Christians describe God eg as creator.
2.	(B) Talk about who Christians say Jesus is eg say why they think he might be special.
3.	(C) Explain the Bible is the Christian's holy book.
4.	(D) Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph.
5.	(E) Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive.
6.	(F) Understand that the Bible tells stories that help Christians think about God and Jesus.
7.	(G) Talk about things some Christians do in church.
8.	(H) Begin to show curiosity and ask questions about Christian stories.
9.	ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.
10.	ELG: Understanding the World: People Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

NB The EYFS statements above do not cover all RE studied. Additional material will be covered by schools through the ELG.

4.4.2 By the end of Key Stage 1 (Yr.1 and 2) it is expected pupils will be able to:

Essential content: Christianity: Judaism; Worldviews; Free choice enquiry. 'I can'

Essential Content: Christianity 'I can'
1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas.
2. Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection.
3. Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. <i>(Use examples from different church traditions).</i>
4. Talk about who Christians say Jesus is e.g. called the Son of God; God in human form.
5. Explain that the Bible is the Christian holy book (for most Christians) and identify different kinds of genre/writing.
6. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. <i>(Use examples from different traditions).</i>
7. Describe at least three things a minister/church leader might do. <i>(Use examples from different traditions).</i>
Essential Content: Judaism 'I can'
8. Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal. <i>(Use different interpretations/views)</i>
9. Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews.
10. Describe at least three things a Rabbi might do eg take part in a naming ceremony.
Cross Religious/Non-Religious Viewpoints 'I can'
11. Talk about stories in the Bible that describe what God is like for Christians, Jews, and Muslims. For example, in the Old Testament story of Creation - identify Jewish and Christian beliefs that God is the creator who cares for all people. Also, in the New Testament story of the Lost Sheep - identify that Christians believe God is like a Shepherd who goes after those who are lost.
12. Explain why Abraham is important to both Jewish and Christian traditions <i>(NB he is also important to Muslims)</i> . For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith. <i>(Use examples from different traditions).</i>
13. Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories.
14. Explain three reasons why Moses found it difficult to obey God at first and the 10 Commandments he was given later in life.
15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.
16. Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? <i>(Use examples from different traditions/worldviews).</i>

4.4.3 By the end of Lower Key Stage 2 (Y3/4) it is expected pupils will be able to:

Essential content: Christianity: Islam; Judaism; Worldviews; Free choice enquiry. 'I can'.....

Essential Content: Christianity
17. Explain that most Christians see God as 'three in one,' (Father, Son and Holy Spirit known as the Trinity). <i>(Use examples from different traditions).</i>
18. Explain what Christians can learn about Jesus from the nativity stories, e.g. 'God with us 'Emmanuel'.
19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter.
20. Explain with reference to the creative arts how God has a salvation plan for humans.
21. Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. <i>(Use examples from different traditions).</i> Compare and contrast different Christian places of worship.
22. Compare and contrast 'infant' and 'believers' baptism', suggesting why they are important to most Christians.
23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer'). <i>(Use examples from different traditions).</i>
Essential Content: Islam
24. Explain how Muslims describe Allah, eg using 99 names.
25. Know Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). <i>(Use examples from different traditions).</i>
26. Recall five key facts about the story of the 'Night of Power' - Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God'.
27. Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of 'Allah' (God). <i>(Use examples from different traditions).</i>
28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. <i>(Use examples from different traditions).</i> Compare different mosques.
29. Explain how Muslims organisations help people in need.
Essential Content: Judaism
30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. <i>(Use examples from different traditions).</i>
31. Explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.
32. Explain two key aspects of the 'covenant' God made with the Jews. Make reference to key texts e.g. Abraham.
33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.
34. Identify ways in which the Jews show respect for the Torah. <i>(Use examples from different traditions).</i>
Cross Religious/Non-Religious Viewpoints
35. Explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies.
36. Explain why the 10 Commandments are important to both Jews and Christians. Link ideas to other sacred texts/non-religious teachings. <i>(Use examples from different traditions).</i>
37. Describe what Christians and Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. Joseph showing God as guide and protector.
38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. <i>(Use examples from different traditions).</i>
39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. <i>(Use examples from different viewpoints).</i> Identify the impact for religious/non-religious groups on society past and present.
40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.

4.4.4 By the end of Upper Key Stage 2 (Yr.5/6) it is expected pupils will be able to:

Essential content: Christianity: Hinduism; Islam; Free choice enquiry. 'I can'.....

Essential Content: Christianity
41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in some Christian views of God. <i>(Use examples from different Christian viewpoints)</i>
42. Describe why many Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. <i>(Use examples from different viewpoints)</i>
43. Identify ways in which some Christians believe the Old Testament prophecies speak about Jesus.
44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in a relationship with God, (sacrifice and reconciliation). <i>(Use examples from different viewpoints)</i>
45. Suggest answers to questions that the resurrection of Jesus might raise.
46. Identify ways Christians believe God is with them in hard times eg: prayer; worship; peace. <i>(Use different views)</i>
47. Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. <i>(Use examples from different viewpoints)</i>
48. Describe how signs of salvation in churches reinforce the Christian idea of forgiveness. <i>(Use examples from different traditions and viewpoints)</i>
49. Analyse how diverse expressions of Christian worship can reinforce faith and belief.
Essential Content: Islam
50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. <i>(Use examples from different traditions)</i> .
51. Explain how majority of Muslims believe that Muhammad (pbuh) is the last and final prophet.
52. Understand many Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.
53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable most Muslims to have peace with God. <i>(Use examples from different traditions eg Sunni and Shi'ite)</i> .
54. Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death.
55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. <i>(Use examples from different traditions)</i> .
56. Explain why the Qur'an is so important to Muslims. <i>(use key texts to explain ideas)</i>
57. Analyse how main features of a mosque explain Muslim key beliefs. <i>(Use examples from different traditions)</i> .
Essential Content: Hindu Dharma
58. Describe various forms of worship that happen in the Hindu Mandir (Temple), including Puja.
59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindu.
60. Identify key Hindu Dharma symbols and explain their meaning, eg Aum, Swastika.
61. Describe how and suggest why many Hindus celebrate Diwali and Holi. <i>(Use examples from different traditions)</i> .
62. Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.
63. Analyse and evaluate Hindu Dharma beliefs about reincarnation, vegetarianism and caring for the environment.
64. Compare and contrast some Hindu Dharma ways of understanding family with other religious/non-religious views about family. <i>(Use examples from different traditions)</i> .
65. Explain the Hindu Dharma idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. <i>(Use examples from different traditions)</i> .
Cross Religious/ /Non-Religious Viewpoints
66. Outline compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God. <i>(eg Atheism/Agnosticism)</i>
67. Compare and contrast Christians/Hindu Dharma/Muslim pilgrimages and reflect on how they affect believers. <i>(Use examples from different traditions)</i> .
68. Compare and contrast what motivates people of a religious faith (eg Christian, Hindu Dharma and Muslim) and a non-religious belief to work together to impact UK and the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.
69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. <i>(eg examine role of art and music in religious expression or life after death.)</i> ,
70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation, marriage.

4.4.5 By the end of Key Stage 3 (Yr.7, 8, 9) it is expected pupils will be able to:
Essential Content: Christianity plus 5 major world faiths and ethical issues within religious/
non-religious worldviews. 'I can'

Christianity
Demonstrate knowledge and understanding of:
71. Christian ideas about God for example omnipotent; omniscient; omnibenevolent; eternal. <i>(Use examples from different viewpoints)</i>
72. Christian sources of authority, eg Jesus; Bible; Church teachings, clergy. <i>(Use examples from different viewpoints)</i>
73. Jesus' teachings, eg love, care for the poor, forgiveness, wealth, prayer, Kingdom of God and Kingdom of Heaven.
74. Key Christian beliefs, eg incarnation; resurrection; salvation; redemption; Trinity. <i>(Use examples from different viewpoints)</i>
75. Christian rites of passage, eg baptism, first communion, confirmation, marriage, death. <i>(Use examples from different viewpoints)</i>
76. Key Christian teachings about the world, eg care for the poor, war; equality; human rights.
77. Key features of Christian denominations, communities and charities. <i>(Use examples from different viewpoints)</i>
78. How different Christian places of worship reflect variations in theology. <i>(Use examples from different viewpoints)</i>
79. How a Christian may experience God, eg prayer; worship and how experiences may have an impact on a person's life, eg prayer; unanswered prayer; miracles; near death experiences. Different styles of worship in different denominations. <i>(Use examples from different viewpoints)</i>
80. The impact of sources of authority in helping Christians to make decisions and the impact on their understanding of life, eg responding to evil and suffering.
81. The impact of the different work of Christian communities to make the world a better place, eg Salvation Army.
Be able to explain and analyse:
82. How a Christian's behaviour is influenced and challenged by their beliefs, eg parables of Jesus. <i>(Use examples from different viewpoints)</i>
83. How sources of authority impact Christian beliefs and influence their lives, eg different Church teachings on marriage and divorce. <i>(Use examples from different viewpoints)</i>
84. The impact of Christian beliefs on a specific global issues, eg poverty, the environment; war and peace; treatment of refugees, social justice; prisoners. <i>(Use examples from different viewpoints)</i>
85. Different roles of men and women in Christian faith communities. <i>(Use examples from different viewpoints)</i>
Be able to evaluate and synthesise:
86. Differing views from sources of authority to construct a balanced argument on a moral issue, eg women in church; homosexuality; divorce. <i>(Use examples from different viewpoints)</i>
87. How a Christian can hold both scientific and religious ideas about creation, ie creationism and evolution. <i>(Use examples from different viewpoints)</i>
88. Evaluate a wide variety of beliefs and justify how Christians make decisions, eg war; poverty. <i>(Use examples from different viewpoints)</i>
89. Evaluate a range of events/elements in a Christian's life and assess their impact on answering ultimate questions, eg What happens when we die? Will our lives be judged? <i>(Use examples from different viewpoints)</i>
90. Evaluate how a person might experience God and how that might impact their life. <i>(Use examples from different viewpoints)</i>

Key Stage 3: Buddhism
Demonstrate knowledge and understanding of:
91. Key Buddhist beliefs, eg Karma; Five Precepts, rebirth, Eightfold Path, religion without God. <i>(Use examples from different viewpoints)</i>
92. Key differences between Buddhist monks and lay people. <i>(Use examples from different viewpoints)</i>
93. How Buddhists show commitment to their faith. <i>(Use examples from different viewpoints)</i>
Be able to explain and analyse:
94. The impact of Buddhist beliefs on daily life, eg practising the Five Precepts, Eightfold Path, vegetarianism. <i>(Use examples from different viewpoints)</i>
95. How the Buddhist idea of 'Karma' affects treatment of others in this life. <i>(Use examples from different viewpoints)</i>
96. Using supportive evidence, views on whether Buddhism is a religion or not. <i>(Use examples from different viewpoints)</i>
Be able to evaluate and synthesise:
97. Buddhist teachings on equality and give a balanced argument comparing and contrasting the ideas with other religious and non-religious worldviews.
Key Stage 3 Hindu Dharma
Demonstrate knowledge and understanding of:
98. The importance of Hindu Dharma beliefs, eg Karma, atman, ahimsa and reincarnation and how they impact the lives of believers, eg vegetarianism, and the principle of non-violence.
99. The importance of the home in Hindu faith including shrines in the home and Puja.
100. The beliefs behind celebrations of festivals e.g. Diwali and Holi.
101. How Hindus might mark special stages in life (with examples) e.g. the 16 Samskaras including the stages before birth and how they reflect Hindu beliefs.
Be able to explain and analyse:
102. Hindu attitudes to ethical issues.
Be able to evaluate and synthesise:
103. The impact of Hindu Dharma values in the UK and around the world, eg the influence of Ghandi on people such as Martin Luther King.
104. Critically evaluate the impact of Hindu beliefs and values in modern day Britain and the wider world, eg the spread of yoga, meditation and reiki.
Key Stage 3 Islam
Demonstrate knowledge and understanding of
105. Ways of worshipping Allah, eg different groups within Islam Sunni and Shi'a.
106. Key Muslim beliefs, eg Tawhid; 5 pillars; significance of Muhammad (pbuh) to Muslims today.
Be able to explain and analyse:
107. The importance of the Qur'an to Muslims and its impact on their lives today.
108. The difference between various Islamic groups and their views on life and belief.
109. The impact of following the 5 Pillars of Islam and the challenges of life for Muslims in the UK today.
Be able to evaluate and synthesise:
110. The importance of marriage and family life for Muslims today.
111. Evaluate the challenges for Muslims living in UK today, eg racism; terrorism and Islamophobia.

Key Stage 3 Judaism
<i>Be able to explain and analyse:</i>
115. The importance of the synagogue, Kippur, Tallit and Tefillin to practicing Jews. <i>(Use examples from different viewpoints)</i>
116. The importance of the Torah and Talmud and how it impacts Jewish believers today. <i>(Use examples from different viewpoints)</i>
117. With examples explain how Jews mark special stages in life including Brit Milah, Bar/Bat Mitzvah, marriage and death. Explain the beliefs and differences in practice. <i>(Use examples from different viewpoints)</i>
118. The importance of the home in Jewish faith including, Kosher/Treyfah, celebration of the Shabbat, various festivals including Pesach, Rosh Hashanah, Yom Kippur and Succoth. <i>(Use examples from different viewpoints)</i>
<i>Be able to evaluate and synthesise:</i>
119. The challenges to the Jewish community of holding certain beliefs, eg marrying outside the community, not working on the Sabbath. <i>(Use examples from different viewpoints)</i>
120. The challenges of being Jewish in modern day Britain, eg racism anti-Semitism. <i>(Use examples from different viewpoints)</i>
121. Evaluate the importance of tradition and diversity Jewish communities (and within other religions).
122. Evaluate the importance of the Jewish community in Britain and the wider world, eg the Middle East.
Key Stage 3 Sikhi
<i>Demonstrate knowledge and understanding of:</i>
123. The importance of Guru Granth Sahib and how it impacts on the lives of believers including its role in rites of passage.
124. Describe what happens in the Gurdwara and how the Guru Granth Sahib is treated.
125. Outline some of the key teachings of Guru Nanak, the other Gurus and how Sikhs try to put these teachings into practice.
<i>Be able to explain and analyse:</i>
126. The Sikh Khalsa in modern day Britain or a Sikh in modern day Britain.
<i>Be able to evaluate and synthesise:</i>
127. The role of the Gurdwara in comparison to other religious buildings.
<i>In addition:</i>
128. Compare and contrast the values of the religious/non-religious viewpoints studied.
129. Evaluate how rites of passage studied impact on ultimate questions on, eg the nature of God, life after death.
130. Critically evaluate the impact of the religious/non-religious worldviews studied in Britain's multicultural society.
131. Evaluate the importance of tradition and diversity in the religious/non-religious communities studied.
132. Evaluate how values from all religious/non-religious viewpoints studied complement and contrast with British values.