

Awareness, Mystery and Value (AMV) 2011

KS1 Unit 6: Key Question: How should we live our lives? [A & F – Areas of Enquiry]

This unit explores how religious and other beliefs affect approaches to moral issues.

About this example: This series of lessons is intended to provide a set of learning activities in RE for a Year 1 or 2 class. It was written by Dave Francis, Associate Adviser for RE.

The focus here is on developing and encouraging pupils to consider relevant moral issues in their own lives and possible consequences of certain actions. They will also explore Jewish and Christian stories and codes of behaviour and reflect on how these may be relevant to their own experiences.

RE Skills covered in this unit (main in bold):

1) Investigation (asking questions, gathering information); **2) Interpretation** (suggest meaning from religious texts and other sources); **3) Reflection; 4) Empathy; 5) Evaluation;** 6) Analysis; 7) Synthesis; 8) Application (religious values and link to secular values); **9) Expression (articulate values); 10) Self-understanding.**

How this fits into the curriculum:

This example connects with AMV Areas of Enquiry A (Beliefs, teachings and sources) and F (Values and commitments). It makes cross-curricular links with Literacy, PSHE/SEAL, Music and Art.

The lessons could be used in discrete RE time or as part of a 'creative curriculum' approach where RE links with other curriculum around a theme or key question e.g. 'Our Community', 'Right and Wrong', 'Powerful Stories'.

Prior Learning:

When pupils reach Yr 2 it is hoped that they will have an understanding of some special places and times in religion and belief. They will know some of the stories Jesus told and some of the main events in his life. They will know about some of the celebrations in Christianity, Judaism and some other religions.

Featured Religions / Beliefs	Focus 'Key Concepts'			
Christianity	AT 1: Learning ABOUT religion		AT 2: Learning FROM religion	
Judaism	A. Beliefs, teachings and sources	✓	D. Identity, diversity and belonging	
	B. Practices and ways of life		E. Meaning, purpose and truth	
	C. Forms of expressing meaning		F. Values and commitments	✓

Key Question: How should we live our lives?

Supplementary Questions

- a) How does what I do affect other people?
- b) What rules and codes of behaviour help me know what to do?
- c) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)?
- d) How do some stories from religions and beliefs and the example set by some people show me what to do?

Resources:

- Anita Jeram. 1992. *It Was Jake!* Walker Books.
- Bob Hartman and Krisztina Kallai Nagy. 2008. *The Lion Storyteller Bible*. Lion Children's. ISBN 978-8254-7877-2.
- *Two Candles Burn* (1996), Two Candles Publication, ISMN 979-0-9002167-0-0
- National Association of Teachers of RE (NATRE) Spirited Poetry Competition: <http://www.natre.org.uk/spiritedarts/poetry.php>
- Grimmitt, Grove, Hull & Spencer. 1991. Gift to the Child: Rebecca's Book: series available from Articles of Faith.
- Persona Dolls: www.natre.org.uk/cc/2_persona_dolls_vickery.pdf Jewish boy with Yarmulke available from www.articlesoffaith.co.uk
- B'Rosh Hashanah lyrics and translation: <http://zemerl.com/cgi-bin/show.pl?title=B'Rosh+Hashanah> or for a sample of these words being chanted: http://www.sinai-temple.org/Cantor/High_Holidays/brosh_hashanah_refrain.php
- Sound of the shofar being blown: <http://www.biblicalgallery.com/ShofarSounds.HTM>
- The shofar (ram's horn).
- Fiona Moss (ed.) 2011. Opening Up Judaism. RE Today. ISSN 1759-8990.
- Recitation of the Kol Nidrei, e.g., www.tinyurl.com/5v9zdsa

Expectations: Focus areas A and F

By the end of this sequence of learning:

All Pupils: Level 1	Most Pupils (majority class expectation): Level 2	Some Pupils: Level 3
A1 remember a Judaeo-Christian / Jewish story and talk about it.	A2 tell a Judaeo-Christian / Hindu / Humanist story and say some things that people believe.	A3 describe what a believer might learn from a religious story.
F1 talk about what is important to them and to other people.	F2 talk about what is important to them and to others with respect for their feelings.	F3 link things that are important to them and other people with the way they think and behave.

Key Question: How should we live our lives?

Supplementary Questions: (a) How does what I do affect other people?

(c) What values are important to me, and how can I show them in how I live? (forgiveness)?

(d) How do some stories from religions and beliefs and the example set by some people show me what to do?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 1 Pupils will:</p> <ul style="list-style-type: none"> reflect on how stories can help them learn lessons in life; think about the meaning of forgiveness. 	<p>1. Ask the children what their favourite story is. Share some ideas about books they have been reading or stories they have heard and explain that many stories carry lesson about life. We can LEARN something from stories to help us. Perhaps we might learn not to make the same mistakes as people in the stories. Or perhaps we might learn how to behave wisely by following the example set by good characters in stories.</p> <p>Tell a story of blame and forgiveness such as ‘It Was Jake!’ by Anita Jeram. Ask the children to identify the most important parts of the story. What was Danny’s big mistake, do they think? What happened that made things better?</p> <p>In a circle-time format, ask the children to quietly reflect on a time when they were sorry for doing something or when they forgave someone. Make a class list of how people can show they are sorry in different ways.</p>	<p>Pupils</p> <ul style="list-style-type: none"> remember a story and talk about it; talk about what is important to them and to other people. 	<p>Key vocabulary: blame, forgiveness,</p> <p>Teaching strategy / skills used in this session: Circle-time.</p>

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<p>Lesson 2 Pupils will:</p> <ul style="list-style-type: none"> consider the feelings associated with acts of 	<p>2. Remind children about the ‘It Was Jake!’ story and its messages about blame and forgiveness.</p> <p>Provide the children with card and show them how to make a double-sided person out of it.</p> <p>Encourage them to draw themselves on one side and on the other the person they said sorry to or forgave (from the last session). On</p>	<p>Pupils</p> <ul style="list-style-type: none"> talk about what is important to them and to others with respect for their 	<p>Key vocabulary: blame, forgiveness, anger, hatred, love, guilt, shame, embarrassed, trust, friendships, relationships, restoration.</p>

<p>forgiveness;</p> <ul style="list-style-type: none"> • create words and pictures to describe those feelings. 	<p>each side, children should write words describing how each person felt.</p> <p>As a class, share ideas about the feelings words that the children used and point out the costs of forgiveness (e.g., having to admit fault, having to given up being angry at someone) and benefits (e.g., friendships, trust etc, can be restored).</p> <p>Ask the children to write some sentences on card; these could begin 'Forgiveness is hard because...' and 'Forgiveness can help to...'</p> <p>These can be displayed around the board for a summarising session at the end of the lesson.</p>	<p>feelings;</p> <ul style="list-style-type: none"> • link things that are important to them and other people with the way they think and behave. 	<p>Teaching strategy / skills used in this session:</p> <p>art, design, question and answer.</p> <p>Additional resources/notes:</p> <p>card, scissors, colouring equipment.</p>
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Key Question: How should we live our lives?

**Supplementary Questions: (b) What rules and codes of behaviour help me know what to do?
(d) How do some stories from religions and beliefs and the example set by some people show me what to do?**

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lessons 3 & 4</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • consider the role of rules in helping people's lives; • learn about Moses and the 10 commandments; • create their own artistic responses to the question of what believers might mean by 'loving God' and 'loving my neighbour as myself.' 	<p>3. Explain that we are looking at the big question of how we should live our lives and that the children will be thinking about what we can learn from lots of different stories and examples from Christianity, Judaism and other beliefs.</p> <p>Ask the children if they think that rules can help people lead a good life. Can they remember the rules for the class/school? Why do we have rules? Ask children to work with a partner to identify: (a) a rule that helps keep people safe, (b) a rule that helps to keep people healthy, (c) one that helps us to treat each other with fairness, (d) one that reminds us to respect each other, (e) one that helps us learn, (f) one that helps us enjoy our work and play.</p> <p>Explain that many years ago, Moses, the leader of the Jewish people, was believed to bring 10 rules (commandments) from God, to help people live good lives. Other Jewish leaders later summarised these rules as 'Love God and love your neighbour as yourself'. Jesus, for example, agreed. 'Do this and you will live", he said (Luke 6.28).</p> <p>Ask the children what they think 'Loving God' might mean. How might believers show that they love God? Help the children to make</p>	<p>Pupils</p> <ul style="list-style-type: none"> • talk about what is important to them and to others with respect for their feelings; • describe what a believer might learn from a religious story; • link things that are important to them and other people with the way they think and behave. 	<p>Key vocabulary:</p> <p>forgiveness, love, neighbour, rules, commandments, God.</p> <p>Teaching strategy / skills used in this session:</p> <p>art, design, question and answer.</p> <p>Additional resources/notes:</p> <p>poster paper, sample pictures, drawing and colouring equipment.</p>

	<p>a list of such things as: worshipping God in church / synagogue; taking God seriously and obeying God's rules; helping parents and other people; caring for the world and its creatures; not running after things that are not God, such as money, possessions etc.</p> <p>Ask the children on each table to begin (and finish in the next session) a poster with a big heading: 'Do this and you will live'. Ask them to work together to draw and label pictures of things they think will help believers to show that they 'love God', e.g., church, synagogue, parents, two tablets of stone – the 10 commandments, the earth, animals and other creatures. Provide some sample pictures from which they can get ideas.</p> <p>Most children can go on to add ideas to their posters for 'loving my neighbour as myself.' Sample pictures could include: helping someone get to their feet after falling over, handshakes, offering someone a last sweet, doctors, nurses and other service personnel.</p>		
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Supplementary Question:

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Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 5</p> <p>Pupils will:</p> <ul style="list-style-type: none"> engage in a 'stilling' activity, imagining themselves as Jonah; begin a poem about Jonah's journey. 	<p>5. Explain that, according to the Hebrew Bible, the Holy Book for Jews [Christians call it the Old Testament], after Moses led the Jewish people to the Holy Land where they could settle and live, there were lots more stories where God asked certain individuals to do something special for Him.</p> <p>Tell the story of Jonah and the Big Fish, e.g. from <i>The Lion Storyteller Bible</i> (see resources) pp.66f, up to where Jonah is left on the beach. Retell the last part of the story as a 'stilling' activity, where children picture themselves as Jonah, going on the ship to escape God's command, volunteering to be thrown overboard, being swallowed by the fish. What would it have felt like inside the fish? What sort of things might have been going through Jonah's mind?</p> <p>Explain that you would like children to write a poem about what happened to Jonah, but it is going to be in two parts. The first part is</p>	<p>Pupils</p> <ul style="list-style-type: none"> tell a Judaeo-Christian story and say some things that people believe; talk about what is important to them and to other people. 	<p>Key vocabulary: Hebrew Bible, holy, God.</p> <p>Teaching strategy / skills used in this session: writing poetry.</p>

	about all the thoughts and feelings he had when God asked him to go to Nineveh and he tried to get away but ended up inside the fish and being spat out onto the beach. To help the poem, write words on the board that the class suggest might be used in the poem so far, including emotion words to describe Jonah's feelings.		
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<p>Lesson 6</p> <p>Pupils will:</p> <ul style="list-style-type: none"> weigh up the difference between what Jonah <i>should</i> do and what he might <i>want</i> to do. take part in a 'conscience alley' activity and discuss what Jonah should do. 	<p>6. Remind the children of the story of Jonah. Can they guess what happens next? Ask the children to draw Jonah and add two speech bubbles; one saying what he <i>should</i> do now and one saying what <i>wants</i> to do now.</p> <p>Set up a 'Conscience Alley' activity. Invite TWO capable thinkers / speakers to volunteer to play the part of Jonah. Set up an alleyway of children in front of 'Jonah'. Ask the group of children on one side of the alley to prepare to give reasons why Jonah should disobey God and refuse to go to the people of Nineveh. Ask the children on the other side to prepare to give reasons why he should go to Nineveh. The two 'Jonahs' walk slowly through the alley listening to the voices on their side of the alley.</p> <p>Ask the volunteers to discuss what they have heard and how they think Jonah must have felt when faced with his dilemma.</p> <p>Ask the rest of the class to compare with a partner on the other side of the alley how Jonah felt and then to share ideas with the whole class on what Jonah would do.</p> <p>In the next session the children will find out what actually happened in the story.</p>	<p>Pupils</p> <ul style="list-style-type: none"> describe what a believer might learn from a religious story; link things that are important to them and other people with the way they think and behave. 	<p>Key vocabulary: conscience, dilemma, disobedience.</p> <p>Teaching strategy / skills used in this session: art-work; conscience alley.</p> <p>Additional resources/notes: a film could be made of the conscience alley activity, or photos taken, and used as evidence of children's achievement.</p>

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<p>Lesson 7</p> <p>Pupils will:</p> <ul style="list-style-type: none"> consider the end of the story of Jonah and what might be learnt from it. complete their poems about Jonah's journey. 	<p>7. Complete the reading of the story, including how the people of Nineveh were spared any punishment, to the point where Jonah is still complaining about his lot. Ask the children what surprised them about how the story went and what they think the story means, e.g., you should always do the right thing; you can't go against what God wants; people should say sorry when they do wrong things, etc.</p> <p>Remind them of the poems they had started. Now gather some more words on the board that the class suggest might be used to complete the poem, including words to describe Jonah's reaction to the events and words to describe what God was like in the story, e.g., forgiving, loving, powerful, mean?</p> <p>Ask the children to write endings to their poems: they may need to rewrite some of the beginning too. Ask children to read over the poems to see where they could improve them. Can they include ideas of how Jonah ended up doing the right thing, even though he didn't want to? They should keep reworking their poems until they are happy with them. They can call their poem 'Jonah's Journey', or think of their own title.</p>	<p>Pupils</p> <ul style="list-style-type: none"> tell a Judaeo-Christian story and say some things that people believe; describe what a believer might learn from a religious story; link things that are important to them and other people with the way they think and behave. 	<p>Key vocabulary:</p> <p>punishment, saved, repentance, saying sorry, evil, loving, forgiving, powerful, mean.</p> <p>Teaching strategy / skills used in this session:</p> <p>writing poetry.</p> <p>Additional resources/notes:</p> <p>You may like to submit a selection of poems to NATRE's spirited poetry competition (see resources).</p>
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<p>Lesson 8</p> <p>Pupils will:</p> <ul style="list-style-type: none"> consider why the story of Jonah is important for many Jews; learn about the festival of Yom Kippur; learn a song about 	<p>8. Introduce the children to someone representing the Jewish faith. This could be done using the story of Rebecca (Gift to the Child, see resources) or with a persona doll such as the 'Jewish Boy with Yarmulke' (see resources), or 'Samuel' as in the NATRE example.</p> <p>Share some information about Rebecca or build a character for Samuel so the children get to know something about them as individuals. Explain that for Jews who follow their religion, belief in God and God's commandments is important in leading a good life. They get support for this from their family and the Jewish community as well as the scriptures (the Bible).</p>	<p>Pupils</p> <ul style="list-style-type: none"> talk about what is important to them and to others with respect for their feelings; describe what a believer might learn from a 	<p>Key vocabulary:</p> <p>fasting, prayer, sorry, forgiveness, Yom Kippur, Kol Nidrei.</p> <p>Teaching strategy / skills used in this session:</p> <p>singing!</p>

<p>Yom Kippur;</p> <ul style="list-style-type: none"> • make connections between Jonah, Yom Kippur and forgiveness. 	<p>Explain that the story of Jonah is read out in synagogue once a year on a special holy day at the start of each new year called Yom Kippur [meaning Day of Atonement]. Ask the children what they think Jewish people learn from the story of Jonah and why it might be important to Rebecca/Samuel.</p> <p>Remind the children of the cut-out forgiveness cards they made a few lessons ago and explain that for many Jewish people Yom Kippur is a day for fasting, prayer, saying sorry, asking for forgiveness and giving to charity. The end of the Day is a happy time when people can feel forgiven by God and can start the new year afresh. Ask the children what they think this feels like.</p> <p>Teach the children the Yom Kippur Song, <i>On This Day</i>, from <i>Two Candles Burn</i> (see resources). Sing the song a few times with the backing track.</p> <p>Show children the shofar, which is sounded at the end of Yom Kippur. Play the sound of the shofar being blown at the end of the song (see resources).</p> <p>Encourage the children to ask each other questions about Yom Kippur and to say what they have learnt so far about how some Jews show they want to live according to God's laws.</p>	<p>religious story;</p> <ul style="list-style-type: none"> • link things that are important to them and other people with the way they think and behave. 	<p>Additional resources/notes:</p> <p>Shofar. CD player for playing <i>On This Day</i>. Use the <i>Two Candles Burn</i> Songbook for lyrics. 'Kol Nidrei' is a declaration made as part of the Yom Kippur service. It frees Jews from any guilt for not keeping vows they had been forced to make. 'Shul' = synagogue. 'Borosh Hashanah Yikosevu' = 'On Rosh Hashanah our destiny is written.'</p>
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Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 9</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • learn about the idea of 'throwing away' your 'sins'; • hear about the Jewish tradition of sacrifice and 	<p>9. Using the example of Rebecca or Samuel (see above), take the children through the idea of Tashlich which means throwing away of sins. This is where, for example, Jewish people celebrate the new year by going to a river and throwing breadcrumbs into the water to show they are throwing away all the bad things they may have done in the past year. Rebecca /Samuel might say, 'When we do Tashlich everyone in my family tells God what we are sorry for. I make my new year's resolutions.'</p> <p>Tell the children about the ancient Jewish practice of sacrificing a</p>	<p>Pupils</p> <ul style="list-style-type: none"> • talk about what is important to them and to others with respect for their feelings; • link things that 	<p>Key vocabulary:</p> <p>Tashlich, sins, resolutions, sacrifice, confession, Kol Nidrei, regrets, choices.</p> <p>Teaching strategy / skills used in this</p>

<p>admitting faults;</p> <ul style="list-style-type: none"> reflect on some things that the class has done and they have done that were not as good as they could have been; engage in an activity to 'throw away bad choices of the past'. 	<p>goat as a way of showing their sadness for the wrong things they may have done. Another goat was sent into the desert, taking the people's sins with it. Jewish people don't do this now. Instead, practices such as throwing the breadcrumbs into the water stand for the same principle of letting go of your bad choices. Using an idea in RE Today's 'Opening Up Judaism' (see resources), draw two large goats on paper. Also, provide each child with their own smaller goat-shaped piece of paper.</p> <p>Ask the children to think of something the class could have done better than it did and to write some class regrets on one of the large goats. Next ask them to think about something they, as individuals, could have done better that they have not put right. [You could start the ball rolling by 'confessing' something you did wrong and regret!] Explain that when they write their regret on their goat paper no one else will read it. Ask the children to stick their goat face-down onto the other large goat picture. Lead the class in a solemn procession with the goats (and Samuel) and get rid of the goats in the school bins. You could play a recording of the Kol Nidrei (see resources) to accompany the procession.</p> <p>To complete the session, children could write acrostic poems about Yom Kippur from a choice of titles, e.g., 'SORRY', 'TASHLICH' or 'YOM KIPPUR'.</p>	<p>are important to them and other people with the way they think and behave.</p>	<p>session: reflection.</p> <p>Additional resources/notes: Goat outline from RE Today – available to subscribers.</p>
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Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 10 Pupils will:</p> <ul style="list-style-type: none"> learn a story that Jesus told; reflect on the meaning(s) of that story. 	<p>10. Remind the children of the big question they have been investigating: 'How should we live our lives?' We can get answers to this question from all sort of religious and non-religious stories e.g. 'It Was Jake!' and 'Jonah and the Big Fish'. Another story about how to live was told by Jesus (whose teaching is followed by Christians). Tell children the parable Jesus told about the three servants who were given different amounts of money by a rich man, e.g. from <i>The Lion Storyteller Bible</i> (see resources) pp.122f, up to where the third</p>	<p>Pupils</p> <ul style="list-style-type: none"> describe what a believer might learn from a religious story; link things that are important to them and other 	<p>Key vocabulary: talents, risk.</p> <p>Teaching strategy / skills used in this session: listening, imagination.</p>

	<p>servant returns the same amount of money to the rich man that he had been given in the first place.</p> <p>Ask the children to work with a partner to say how they think the story will end: what will the rich man say to the servant who returned his money? What will happen to that servant? Ask them to draw the rich man talking to the servant with speech bubbles.</p> <p>Collect ideas from the class and ask children for their reasons for their ideas about how the story might end.</p> <p>Read the actual ending with the servant being dismissed. Were children surprised by the ending? What do they think Christians might learn from this story? Do they think the rich man was 'mean'? Is life sometimes 'mean'?</p> <p>Give them four reasons why Jesus might have told this story, e.g., (a) because he wanted people to make the most of their lives, (b) because he wanted everyone to get rich, (c) because he didn't want people to waste their talents (d) because it's dangerous to take risks. Ask them to choose the two best reasons and be ready to say why they are good reasons.</p> <p>Explain that stories can be interpreted in many ways but for most Christians this is a story about what everyone has been given (by God / life). Jesus was calling on his followers to make the best of what they had.</p>	<p>people with the way they think and behave.</p>	
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Supplementary Questions:

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Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 11 Pupils will:</p> <ul style="list-style-type: none"> reflect on the characteristics of the key people in Jesus' parable of the talents; reflect on their own qualities; hear some more stories and sayings of Jesus. 	<p>11. Give the children a list of words such as: wise, brave, cowardly, hard-worker, clever, silly, loving, happy, sad, forgiving, mean, kind, risk-taker, frightened, brilliant, fair, confident, successful, lively, friendly, trusting, thankful.</p> <p>Ask them to think again about the story Jesus told about the three servants. Which three words best apply (a) to the 'good' servants, (b) to the 'lazy' servant (c) to themselves and (d) to the rich man.</p> <p>On a page divided into quarters, ask the children to put their selected words on the outline shape of four faces, labelled, 'The Rich Man', 'The Good Servant', 'the Lazy Servant', and 'Me'.</p> <p>Tell the children some other sayings and stories of Jesus about the qualities of people he wanted to follow him, e.g., the leper who was healed along with 9 others, but who was the only one who came back to thank him; people who do not 'hide their light'; the man who built his house on rock; Zacchaeus, who made a fresh start by replaying everyone he had cheated.</p>	<p>Pupils</p> <ul style="list-style-type: none"> remember a story and talk about it; talk about what is important to them and to other people. 	<p>Key vocabulary: risk, talents, qualities, thankfulness.</p> <p>Teaching strategy / skills used in this session: listening, reflection.</p>

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(d) How do some stories from religions and beliefs and the example set by some people show me what to do?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 12 Pupils will:</p> <ul style="list-style-type: none"> consider the impact of the 'Golden Rule' in practice; relate the stories they have heard to their own thinking and behaviour; produce a creative and imaginative response to the message / meaning of the stories they have been learning about. 	<p>12. Remind the children of the big question they have been investigating: 'How should we live our lives?'</p> <p>Explain that what we all say and do has an effect on those around us. Jews, Christians and others agree: we should try to 'treat others as we would wish to be treated' – this is known as 'the golden rule'.</p> <p>Ask the children to talk to a partner about some times when (a) they were badly treated by someone who did not follow this rule and (b) they failed to treat someone else as they would like to have been treated themselves.</p> <p>Share some of their stories in the class.</p> <p>Remind the children of some of the stories they have been looking at, especially: Jake, Jonah, the Three Servants.</p> <p>Ask them to select one of these stories that they found helped them <i>learn</i> something important.</p> <p>Encourage them to produce their own artistic or poetic response to that story. Their art work or poem should contain (a) the title of the story, (b) the most important part of the story for anyone listening, (c) a statement of what the story's <i>message</i> or <i>meaning</i> is for them and (d) a statement of <i>why</i> it is important.</p>	<p>Pupils</p> <ul style="list-style-type: none"> tell a story and say some things that people believe; describe what a listener might learn from a story; talk about what is important to them and to others with respect for their feelings; link things that are important to them and other people with the way they think and behave. 	<p>Key vocabulary: 'Golden Rule', message, meaning.</p> <p>Teaching strategy / skills used in this session: creative responses – using imagination and reasoning.</p>

RECORD OF ATTAINMENT

KS1 Unit 6: How should we live our lives? (A&F) Year 2

All pupils: (Level 1)	Most pupils - majority class expectation: (Level 2)	Some pupils: (Level 3)
A1 remember a Judaeo-Christian / Jewish story and talk about it.	A2 tell a Judaeo-Christian / Hindu / Humanist story and say some things that people believe.	A3 describe what a believer might learn from a religious story.
F1 talk about what is important to them and to other people.	F2 talk about what is important to them and to others with respect for their feelings.	F3 link things that are important to them and other people with the way they think and behave.