

KEY QUESTIONS - Lesson 1 - Creation and the Environment

KS1 - KS2 - KS3

Level 1 Recount	<ul style="list-style-type: none">• What do you like/dislike about your environment?• How would you care for.... e.g. a friend, a pet?• What makes a person/thing special?• What does the Bible tell us about how <i>God</i> created the world?
Level 2 Re tell and suggest meanings	<ul style="list-style-type: none">• How do Christians believe the world was created?• Is taking care of the world a shared responsibility?• Who is responsible?
Level 3 Describe and make links.	<ul style="list-style-type: none">• How can you help to keep the world a special place?• What could you do to care for the world?• How does a belief in <i>God</i> as creator affect our response in caring for the world?
Level 4 Describe and show understanding.	<ul style="list-style-type: none">• Can you ask questions about the origins of the world?• Can you suggest the answers religions give?• Can you show an understanding of why we should look after the earth?• Describe your own beliefs about how the world began and how this affects your response to caring for it.
Level 5 Describe why and explain how.	<ul style="list-style-type: none">• Can you suggest how our environmental actions today might affect the future?• What do you think inspires people to join a conservation group?• Can you make links between the work of a charity and the environment, i.e. problems?
Level 6 Give informed answers.	<ul style="list-style-type: none">• "It is important to look after today rather than consider the future of the environment". Do you agree or disagree? Give reasons for your views

KEY QUESTIONS - Lessons 2 and 9 - Right and Wrong

KS1 - KS2 - KS3

<p>Level 1 Recount</p>	<ul style="list-style-type: none"> • Talk about some things that are right or wrong • What kind of actions and words are right and wrong? • Has someone else ever done anything to you that is wrong? • How do you feel when someone does something wrong to you? • What did Adam and Eve do wrong? • What did Amos say the people did wrong?
<p>Level 2 Re tell and suggest meanings</p>	<ul style="list-style-type: none"> • Can you identify right and wrong actions? • How do other people feel when you do something wrong? • Why did Adam and Eve have to leave the garden? • What did Amos say would happen to the people who did wrong?
<p>Level 3 Describe and make links.</p>	<ul style="list-style-type: none"> • What influences you to react in a certain way? • Are there other ways in which you could have reacted to this situation? • Describe a situation that might have different outcomes depending on your reactions. • Can you see links between an action and what might happen in the future? • Describe the links between Adam and Eve's actions and the consequences. • Describe the links between Amos's view of the merchants and the way that the poor lived.
<p>Level 4 Describe and show understanding.</p>	<ul style="list-style-type: none"> • Give reasons why you might act in a certain way • Give reasons why other people might act in a different way to you. • Give reasons why Adam and Eve or Amos acted in these ways. • Describe how you feel about how (your chosen person) acted. • Do the actions of a key leader affect how others act in the future? • Describe what the word justice means to you.
<p>Level 5 Describe why and explain how.</p>	<ul style="list-style-type: none"> • Explain how your actions can make a difference to other people • Explain what actions you might perform that will make a difference to other people in the future • Describe the work of a charity or key leader that works with the poor and explain the consequences of their actions. • Describe your understanding of a Christian sin.
<p>Level 6 Give informed answers.</p>	<ul style="list-style-type: none"> • "All bad behaviour should be punished harshly." Do you agree or disagree? Give reasons for your views showing that you have considered more than one point of view. Refer to religious teachings. • Explain the different ways religious believers express their beliefs through actions. • 'Religious offenses should be treated in the same way as other offenses'. Do you agree or disagree, give reasons for your views.

KEY QUESTIONS - Lesson 3 Abraham

KS1 - KS2 - KS3

<p>Level 1 Recount</p>	<ul style="list-style-type: none"> • Can you tell me about a journey you have made? • Where did you go and why? • How did you prepare for the journey? • What did you feel like on the journey?
<p>Level 2 Retell and suggest meanings</p>	<ul style="list-style-type: none"> • Can you tell me about a special journey which ended in a visit to a special place? • Can you tell me reasons why other people might go on journeys? • Tell me why you think these reasons are important. • Can you tell me the difference between a journey and a pilgrimage?
<p>Level 3 Describe and make links</p>	<ul style="list-style-type: none"> • Can you retell the story of Abraham's journey? • Can you describe some of the differences between a journey and a pilgrimage? • Describe how what Abraham believed led him to make this journey. • Can you suggest meanings for some of the events of Abraham's journey?
<p>Level 4 Describe and show understanding</p>	<ul style="list-style-type: none"> • Describe how Abraham encountered God on his journey. • How did this make Abraham feel? • Can you suggest what Abraham might have learned from his pilgrimage. • Can you suggest why people of faith might journey to a special place. • Can you describe a spiritual, or inward journey you have made?
<p>Level 5 Describe and explain how.</p>	<ul style="list-style-type: none"> • Why might some believers feel the need to go on pilgrimage and others don't? • Can you make links between reasons why people of different faiths go on pilgrimage? • Can you explain what a pilgrim might or might not gain from going on a pilgrimage? • Can you reflect on a journey, both physical and spiritual and how this affected the life of the pilgrim.
<p>Level 6</p>	<ul style="list-style-type: none"> • "Pilgrimages are very important to religious people". Do you agree or disagree? Give reasons for your answer showing that you have thought about more than one point of view.

KEY QUESTIONS - Lesson 4 Joseph.

KS1 - KS2 - KS3

Level 1 Recount	<ul style="list-style-type: none">• Tell me the name of a special person.• Can you tell me why that person is special?• Can you tell me different reasons why people are special?
Level 2 Retell and suggest meanings	<ul style="list-style-type: none">• What might a special person do?• Can you tell me a story about someone special?• Can you retell some of the events in Joseph's early life?
Level 3 Describe and make links	<ul style="list-style-type: none">• How did some of the events in Joseph's life show how God was fitting him for the job He wanted him to do?• Joseph suffered hardship. How do you think this made him feel?• Explain some ways in which good can come out of hardship
Level 4 Describe and show understanding	<ul style="list-style-type: none">• God had a purpose for Joseph. Can you explain how what happened in his life helped to fit him for the job he was to do?• Can you explain how the actions of religious leaders are affected by their faith? Eg. William Wilberforce, Martin Luther King.• Can you describe how leaders show commitment to a cause or belief?
Level 5	<ul style="list-style-type: none">• Can you explain why religious leaders e.g. St. Paul, felt a sense of calling or commitment to spread a message?• Can you explain some of the difficulties to following a cause or belief?
Level 6	<ul style="list-style-type: none">• "God has a purpose for everyone". Do you agree or disagree? Are we free to determine our own future or are we predestined?

KEY QUESTIONS - Lessons 5, 6 and 7 - Founders and Leaders

KS1 - KS2 - KS3

Level 1	<ul style="list-style-type: none">• Tell me the name of any leaders that you have heard about.• Can you tell me why that person is a leader?• Can you tell me what makes a good or bad leader?
Level 2	<ul style="list-style-type: none">• What might a leader do?• Can you tell me a story about a leader you have heard about?• Can you say why you think Moses was a good leader to his people?
Level 3	<ul style="list-style-type: none">• Can you tell me who or what might influence a leader to do the right thing?• How do you know what is right or wrong?• Can you describe some of the qualities that made Moses a good leader?
Level 4	<ul style="list-style-type: none">• Explain how you share some of your beliefs about good leadership with those of religious or secular leaders.• Can you explain how the actions of a religious or secular leader are affected by their beliefs?• Can you describe how leaders show commitment to a cause or belief?• Suggest why freedom is important.
Level 5	<ul style="list-style-type: none">• Can you explain why religious leaders, e.g. Moses, felt a sense of calling or commitment to lead others?• Can you explain some of the difficulties in following a cause or belief?• What are the different reasons why people become committed to a cause?• Suggest how following a cause shows commitment.
Level 6	<ul style="list-style-type: none">• Explain the background to peoples' attitudes to slavery.• Suggest challenges to a campaign for equality in a modern world.• Show understanding of why leaders feel inspired to follow their chosen commitment.• Use reasoning and examples to explain why freedom is important.

KEY QUESTIONS - Lesson 8 David (Writings/Relationship with God).

KS1 - KS2 - KS3

Level 1 Recount	<ul style="list-style-type: none">• Tell me about a poem/song or hymn that you like?• Can you tell me why that hymn/song is special?• Can you tell me what the hymn/ song is about?
Level 2 Retell and suggest meanings.	<ul style="list-style-type: none">• Psalm 23 is a special song written by David. Can you tell me what it is about?• Why do you think David talked about God as a shepherd?• What sort of a person do you think David was?
Level 3 Describe and make links	<ul style="list-style-type: none">• Why do you think that Psalm 23 is such a well known Psalm?• What does the Psalm tell us about God?• What does the fact that David referred to God as a shepherd tell you about David's relationship with God?
Level 4 Describe and show understanding	<ul style="list-style-type: none">• Explain the meaning of some of the symbolism in the psalm.• What does referring to God as a shepherd tell the Christian about God?• Why do you think God is also symbolized as the host of a party?
Level 5 Describe and explain how	<ul style="list-style-type: none">• Explain the use of imagery in some of David's psalms.• Compare the imagery used in Psalm 23 with another Christian hymn that speaks about God's protection.• How might the words written by David help Christians today?
Level 6 Give informed answers	<ul style="list-style-type: none">• "It is important for Christian believers to read and understand sacred texts" Give reasons for your views with particular reference to the psalms of David.• Explain how sacred songs/hymns/ poems express the beliefs of believers.

KEY QUESTIONS - Lessons 10 and 15 - Prophecy

KS1 - KS2 - KS3

Level 1 Recount	<ul style="list-style-type: none">• What is a message?• Can you tell me a message you could give to a friend?• What do you feel like when you receive a message?• Can you tell me what a special message might be about?
Level 2 Re tell and suggest meanings	<ul style="list-style-type: none">• Can you tell me something that happens as a result of getting a message?• How do you think someone might feel when they get a special message?• Describe ways in which people get messages.
Level 3 Describe and make links.	<ul style="list-style-type: none">• Can you tell me about how a message can have a meaning?• Find similarities between messages sent to different people in the Bible.• Describe links between messages sent to Mary and the birth of Jesus.
Level 4 Describe and show understanding.	<ul style="list-style-type: none">• Can you explain how the meaning of a message can affect a believers' actions?• Can you describe some features of a religious message?• Describe the importance of a religious message.
Level 5 Describe why and explain how.	<ul style="list-style-type: none">• Can you explain how a message can change how a person behaves?• Describe the changes you might expect to occur in a believers life after receiving a religious message.• Explain the different challenges faced by people receiving messages.
Level 6 Give informed answers.	<ul style="list-style-type: none">• Reflect upon whether people today receive or accept religious messages• Explain the impact of religious messages to people from a religious or secular background• Explain reasons for messages being sent to believers.• Explain clearly your beliefs about religious messages.

KEY QUESTIONS - Lessons 11 and 16 - Celebrations

KS1 - KS2 - KS3

<p>Level 1 Recount</p>	<ul style="list-style-type: none"> • What is a celebration? • Talk about a celebration you have been to. • Why did you have that celebration? • How did you feel when you went to this celebration? • Talk about the Christmas story. • Talk about Jesus' last supper.
<p>Level 2 Re tell and suggest meanings</p>	<ul style="list-style-type: none"> • Identify different types of celebration. • Why are some celebrations different from others? • Does everyone celebrate Christmas in the same way? • Do some people not enjoy celebrating?
<p>Level 3 Describe and make links.</p>	<ul style="list-style-type: none"> • Describe a celebration that shows what people believe? • Find similarities between Passover and the Last supper. • Describe how a person's belief affects which celebration they choose. • Consider why Jesus used bread and wine to explain his death.
<p>Level 4 Describe and show understanding.</p>	<ul style="list-style-type: none"> • Can you show an understanding of why some things happen at Christmas? • Ask a believer four questions about a ceremony and suggest the answers s(he) might give. • Use the correct terminology to describe in detail what happens at a particular ceremony and why? • Consider events of importance and how they and their family members remember them.
<p>Level 5 Describe why and explain how.</p>	<ul style="list-style-type: none"> • What advantages do you think celebrating Christmas is to a Christian child? • "Christmas is just about having fun." Explain how a Christian might respond. • Explain how religious people express their beliefs within a religious celebration.
<p>Level 6 Give informed answers.</p>	<ul style="list-style-type: none"> • Select a religious celebration. What you think belonging to a religion might involve. • Give arguments for and against the view that (for example) only Christians should celebrate Christmas.

KEY QUESTIONS - Lessons 12, 17(a) and 17(b) - Journey of Life

KS1 - KS2 - KS3

Level 1 Recount	<ul style="list-style-type: none">• Why do you think you are special?• Can you say something special about your friend?• What do you feel like when you are with your friends and/or family?• Can you tell me about a special ceremony and how it made you feel?
Level 2 Re tell and suggest meanings	<ul style="list-style-type: none">• Can you tell me something that happens at a baptism?• How do you think the family might feel at a child's baptism?• Can you suggest something that happened at Jesus' baptism?
Level 3 Describe and make links.	<ul style="list-style-type: none">• Can you tell me about the meanings of some symbols used at a baptism?• Find similarities between Jesus' baptism and baptisms today.• Describe links between Jesus' death and resurrection and Easter.
Level 4 Describe and show understanding.	<ul style="list-style-type: none">• Can you explain how a baptismal ceremony can give meaning and/or purpose to the life of a believer?• Can you describe some of the promises or commitments made during a baptismal ceremony?• Describe the importance of the death and resurrection to a believer.
Level 5 Describe why and explain how.	<ul style="list-style-type: none">• Can you explain how a person's belief leads them to partake in a commitment ceremony.• Describe the changes you might expect to occur in a believers life following a commitment ceremony.• Explain the different practices of Baptism and how the narrative has influenced believers in different ways.
Level 6 Give informed answers.	<ul style="list-style-type: none">• Reflect upon the meaning of the death and resurrection of Jesus for Christians today.

KEY QUESTIONS - Lesson 13 - Forgiveness

KS1 - KS2 - KS3

Level 1 Recount	<ul style="list-style-type: none">• When are the times you have to say sorry.• Can you tell me why you had to say sorry?
Level 2 Retell and suggest meaning	<ul style="list-style-type: none">• What do you think it means to forgive?• Tell me the story of the Prodigal son.• How do you think the Prodigal son felt when his father forgave him?• Tell me what a parable is?
Level 3 Describe and make links	<ul style="list-style-type: none">• Describe what the parable of the lost sheep and two sons tells you about forgiveness.• Describe a situation when you have had to forgive or have been forgiven.• Can you tell me a story with a meaning?
Level 4 Describe and show understanding	<ul style="list-style-type: none">• Describe and explain some key words connected forgiveness.• Explain what injustice means to you.• Describe and explain a time when you have had to deal with the consequences of your actions.• Suggest what you think it means to describe God as a shepherd.• Describe a conversation between the Prodigal son and his brother after their father had welcomed his son home.
Level 5 Describe why and explain how	<ul style="list-style-type: none">• Using an example in the news describe and explain an event where forgiveness needs to be accepted and received.• "Some things cannot be forgiven". Explain what you think this means and say whether you agree or disagree. Give examples.• "Injustice needs to be forgiven" Do you agree or disagree with this statement? Explain why.
Level 6 Give informed answers	<ul style="list-style-type: none">• "In order to forgive we must forget". Do you agree or disagree? Give reasons for your answer showing that you have thought about more than one point of view. Refer to different religious traditions in your answer.• Compare and contrast the teachings of two traditions on forgiveness.

KEY QUESTIONS - Lesson 14 - Miracles and Faith

KS1 - KS2 - KS3

Level 1 Recount	<ul style="list-style-type: none">• What is a miracle?• Can you tell me about a miracle?• What do you feel like if you saw a miracle happen?• Can you tell me what is unusual about a miracle?
Level 2 Re tell and suggest meanings	<ul style="list-style-type: none">• Can you tell me something that happens as a result of a miracle?• How do you think someone might feel when they saw a miracle happen?• Describe ways in which people have experienced a miracle.
Level 3 Describe and make links.	<ul style="list-style-type: none">• Can you tell me about how a miracle can have a meaning?• Find similarities between miracles in the Bible.• Describe how a miracle shows what kind of person Jesus was.
Level 4 Describe and show understanding.	<ul style="list-style-type: none">• Can you explain how miracles can affect a person's actions?• Can you describe some features of a miracle?• Describe the importance of a miracle of Jesus.• Refer to Jesus' miracles to suggest why Jesus was special.
Level 5 Describe why and explain how.	<ul style="list-style-type: none">• Can you explain how a miracle can change how a person behaves?• Describe the changes you might expect to occur in a person's behaviour after experiencing a miracle.• Explain the different challenges faced by people experiencing miracles.
Level 6 Give informed answers.	<ul style="list-style-type: none">• Reflect upon whether people today experience miracles.• Explain the impact of miracles to people from a religious or secular background• Explain reasons for miracles happening to believers.• Explain clearly your beliefs about miracles.

KEY QUESTIONS - Lessons 18 and 19 - The Early Church

KS1 - KS2 - KS3

Level 1	<ul style="list-style-type: none">• Talk about a special event you know about.• Can you tell me why that event was special?• What happened at this event?
Level 2	<ul style="list-style-type: none">• Identify different types of events.• Why are some events different to others?• How do you feel at one of these events?
Level 3	<ul style="list-style-type: none">• Describe an event that shows what people believe.• Describe a symbol used at this event.• Consider how an event affects a persons' beliefs or actions.• Reflect on the meaning of the symbols/events of Pentecost/Ascension.
Level 4	<ul style="list-style-type: none">• Can you show an understanding of the events of Pentecost/Ascension?• Can you explain how the events of Pentecost/Ascension affected the beginnings of the early church?• Can you describe how Peter's experience affected his actions?• Suggest how the Holy Spirit is important.
Level 5	<ul style="list-style-type: none">• Can you explain why the gifts of Pentecost are important or valuable?• Can you explain some of the difficulties Peter had in sharing the message of the Early Church?• What are the different reasons why people felt the need to follow Peter's discipleship?• Suggest challenges Peter faced during the growth of the Early Church.
Level 6	<ul style="list-style-type: none">• Explain the background to the growth of the Early Church.• Suggest how the Holy Spirit is still relevant in the modern world.• Show understanding of how the Holy Spirit inspires people.• Use reasoning and examples to explain why the Holy Spirit is important.

KEY QUESTIONS - Lessons 20 & 21 - Commitment and consequences

KS1 - KS2 - KS3

<p>Level 1 Recount</p>	<ul style="list-style-type: none"> • Tell me why some actions have different results. • Can you tell me why this happened?
<p>Level 2 Retell and suggest meaning</p>	<ul style="list-style-type: none"> • What might a special person do? • What qualities does Paul have that makes him special? • Can you say why you think Paul is special to Christians?
<p>Level 3 Describe and make links</p>	<ul style="list-style-type: none"> • Can you tell me what influenced Maria Gomez? (for instance) • How do you know what is right or wrong? • Describe what it means to be committed to something or someone. • Describe what happened to Saul on the road to Damascus.
<p>Level 4 Describe and show understanding</p>	<ul style="list-style-type: none"> • Describe and explain a situation when you have shown commitment to something. • Can you explain how the actions of Paul are affected by his faith? • Can you describe how leaders show commitment to a cause or belief? • Describe and explain some key words that show commitment. • Describe and explain a time when you have had to deal with the consequences of your actions.
<p>Level 5 Describe why and explain how</p>	<ul style="list-style-type: none"> • Can you explain why religious leaders, e.g. St. Paul, felt a sense of calling or commitment to spread a message? • Can you explain some of the difficulties in following a cause or belief? • Explain why Paul was prepared to be persecuted for his beliefs • "Sometimes we have to suffer for our beliefs". Explain what you think this means and say whether you agree or disagree.
<p>Level 6 Give informed answers</p>	<ul style="list-style-type: none"> • "We should remember the work of committed people". Do you agree or disagree? Give reasons for your answer showing that you have thought about more than one point of view. Refer to different religious traditions in your answer.

KEY QUESTIONS - Lesson 22(a) & 22(b) The Bible

KS1 - KS2 - KS3

Level 1	<ul style="list-style-type: none">• Talk about why you think the Bible is a special book• Where might you find a Bible?
Level 2	<ul style="list-style-type: none">• When would you use a Bible?• Why is a Bible important?• Talk about a story you have read in the Bible• How do you feel when you have read a Bible story?• Why do people have Bibles?
Level 3	<ul style="list-style-type: none">• Talk about parts of the Bible which are read on special occasions• Describe what a Bible story tells you about a special person, e.g., Jesus, Moses, David, Noah.• Begin to understand that the Bible is one book, made up of 66 books by different authors, all reflecting how God has worked.
Level 4	<ul style="list-style-type: none">• Give reasons why Christians need the Bible• Describe how you feel when you read the Bible• Describe the place of the Bible in worship• Use correct terminology when using the Bible, e.g., chapter, verse, Old/New Testament
Level 5	<ul style="list-style-type: none">• How far do you think someone should respect a Bible• Explain some of the usage of imagery in the Bible, using correct terminology• Make links in and between different sections of the Bible, e.g. Isaiah / Jesus
Level 6	<ul style="list-style-type: none">• "It is important for Christians to live according to the teaching in the Bible". Give reasons for your view.• Explain the different ways in which the Bible has inspired Christians to express their faith