



Assessing 'Discern' Branch 6: Dialogue and Encounter

Reference	Question	RED Skill & exemplification <i>Pupil 'meets' or 'does not meet'</i>
Y1, wk 5	After learning about Sukkot and the building of a sukkah, what questions do you have?	Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others. <i>e.g. I wonder why Jewish families build a sukkah. Do children help to make it and put things inside it?</i> <i>I would like to ask, 'Do you eat your dinner in the sukkah?' and 'Do you sleep in it too?' I wonder what it feels like if it is dark or cold.</i> <i>I also want to know why the roof has leaves and why you can see the sky. Does it help Jewish people remember that God looked after the Israelites in the desert?</i>
Y2, wk 5	After learning about Jewish food rules, what questions do you have?	Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others. <i>e.g. I wonder why Jewish people have special food rules. Does it help them remember God every day?</i>



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		<i>I would like to ask, 'How do you know if food is kosher?' and 'Do shops have special signs on the food?'</i> <i>I also wonder why meat and milk cannot go together. Is it hard to remember the rules when you are having dinner or going to someone else's house?</i>
Y3, wk6 , q1	Using this image (Tile patterns from Damascus, Syria) How does Islamic art show Muslims' love and respect for God (Allah)? N.B - Islamic art avoids showing people or animals because Muslims believe that God alone is the Creator and that no image should attempt to represent Him.	Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression. <i>e.g. I think this Islamic art shows love and respect for Allah because the pattern is very beautiful and carefully made. The leaves and vines repeat again and again, so it makes me think about creation and how Allah made the world beautiful.</i> <i>I think the maker wanted people to look at it and feel calm and thankful. They might have made it so carefully because they wanted to show that Allah is great and deserves respect.</i>
Y4, wk 2	What if Christians lived without faith, hope, and love? What difference would it make?	Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others. <i>e.g. Faith</i> <i>If Christians lived without faith, they wouldn't be Christians, or pray, or go to Church because they would not believe God</i>



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		<i>existed. All of the Christian celebrations, such as Christmas and Easter, and all of the good things that happen at those times, would no longer happen.</i> <i>Hope</i> <i>Christians might feel scared about what will happen next instead of believing God has a plan. I think they would find it much harder to follow what Jesus taught and they might not pray because they wouldn't think it would change anything.</i> <i>Love</i> <i>They might stop helping people who need help because they are ignoring Jesus. Families and friends might then fall out more because people would not forgive each other as they don't have to show love. If people stop being loving, it would make other people sad, and God's presence might not be felt in people's hearts or seen in their actions.</i>
Y5, wk6 q3	Why do both Jews and Christians find hope and strength in remembering God's faithfulness?	Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments. <i>e.g. Jews and Christians both find hope in remembering that God keeps His promises. God made promises with Noah, Abraham and Moses, meaning believers can trust that</i>



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		<i>God will stay close to them, like He does to Noah, Abraham and Moses.</i> <i>Jewish people remember this by praying, reading Scripture and keeping the commandments. Christians remember it too; they also believe God's promises are fulfilled in Jesus, the Messiah, who brings salvation to all people. Remembering God's faithfulness to His promises can strengthen Jews and Christians in times of difficulty or doubt.</i>
Y6, wk4 q3	What if sacred art and music help people focus on the divine? How might different people in Dharmic religions use them to pray, worship, or feel more deeply connected?	Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses. <i>e.g. Sacred art and music might help Buddhists and Jains focus on what is holy or spiritually important, but they may not understand the divine in the same way as some other religions.</i> <i>A Buddhist might look at a statue of the Buddha or a mandala to help them meditate. This could help them feel calm and think about becoming wiser, kinder and less selfish. Chanting might also help them focus their mind and remember the Buddha's teachings.</i> <i>A Jain might look at images of the Tirthankaras, who showed the way to liberation. This could help them remember to live without harming others and to</i>



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		<i>control their thoughts and actions. Prayers or chants might make them feel peaceful and more determined to live a good life.</i> <i>Different Buddhists and Jains might feel different things. Some might feel calm, some inspired, and some more focused. I think sacred art and music can deepen their connection because it helps them stop thinking about everyday worries and concentrate on spiritual truth.</i>
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