

AT1. Learning about religions and beliefs:

This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.

AT2. Learning from religions and beliefs:

This includes exploring and responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality.

L1

Recognising and talking about religion

Pupils:

- use some religious words and phrases to recognise and name features of life and practice in religion and belief;
- can recall religious stories, actions, and celebrations and recognise religious symbols, words, gestures and artefacts.

Pupils express and talk about

- their own experiences, feelings and celebrations;
- what they find interesting or puzzling;
- what is of value and concern to themselves and to others.

L2

Retelling stories, identifying religious materials and asking questions

Pupils:

- use religious words and phrases to identify some features of religion and its importance for some people;
- begin to show awareness of similarities in religion and beliefs;
- retell and suggest meanings for religious stories, actions and symbols;
- identify how religion and belief are expressed in different ways.

Pupils:

- ask, and respond sensitively to, questions about their own and others' experiences and feelings;
- recognise that some questions cause people to wonder and are difficult to answer;
- in relation to matters of right and wrong, recognise their own values and those of others.

L3

Describing religion and making links to their own experience

Pupils:

- use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences;
- make links between beliefs and sources, including religious stories and sacred texts;
- begin to identify the impact religions and beliefs have on believers' lifestyles;
- describe some forms of religious expression.

Pupils:

- identify what influences them, making links between aspects of their own and others' experiences;
- ask important questions about religious beliefs and ways of living, linking their own and others' responses;
- make links between values and commitments, and their own attitudes and behaviour.

L4

Showing understanding of religion and applying ideas themselves

Pupils:

- use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences;
- make links between them, and describe some similarities and differences both within and between religions and beliefs;
- describe the impact of religion and belief on people's lifestyles;
- suggest meanings for a range of forms of religious expression.

Pupils:

- raise and suggest answers to questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments;
- apply their ideas to their own and other people's lives simply;
- describe what inspires and influences themselves and others.

L5

Explaining the impact of religion and expressing their own views of religious questions

Pupils:

- use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities;
- describe why people belong to religions and belief groups;
- know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this;
- explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions and beliefs.

Pupils:

- pose and suggest answers to, questions of identity, diversity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives;
- explain what inspires and influences them,
- express their own and others' views on the challenges of belonging to a religion.

L6

Explaining and interpreting religion and expressing their own insights

Pupils:

- use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them;
- explain why the impact of religions and beliefs upon individuals, communities and societies varies;
- interpret sources and arguments, explaining different answers, from different traditions to ultimate questions and ethical issues;
- interpret the significance of different forms of religious spiritual and moral expression.

Pupils:

- use reasoning and example to express insights into the relationships between beliefs, authorities, teachings and world issues;
- argue about and express insight into their own and others' views on questions of sacredness, identity, diversity, belonging, meaning, purpose and truth;
- consider the challenges of belonging to a religion in the contemporary world, focussing on values and commitments.

L7

Showing coherent understanding of religious questions and accounting for and evaluating responses to religious questions insightfully

Pupils:

- use a religious and philosophical vocabulary to show a coherent understanding of religions and beliefs;
- show a coherent understanding of issues, values and questions of authority, meaning and truth;
- account for the influence of history and culture on aspects of religious life and practice;
- account for differences between people within the same religion or tradition;
- show a coherent understanding of how religion, spirituality and ethics are studied.

Pupils:

- evaluate with insight arguments and questions of meaning, purpose and truth and ethical issues;
- evaluate the significance of religious and other views for understanding questions of human relationships, sacredness, belonging, diversity, identity, society, values and commitments, using appropriate evidence and examples.

L8

Analysing and contextualising their understanding of religion and justifying their views

Pupils:

- use a religious and philosophical vocabulary to analyse a range of religions and beliefs;
- analyse religious material with reference to historical, cultural and social contexts;
- critically evaluate the impact of religions and beliefs on differing communities and societies;
- analyse differing interpretations of religious spiritual and moral sources and authorities, using some of the principal methods by which religion, spirituality and ethics are studied;
- analyse varied forms of religious, spiritual and moral expression.

Pupils:

- justify their views on a wide range of viewpoints on questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments;
- justify their views about religious, spiritual and ethical questions from evidence, arguments, reflections and examples, providing a comprehensive evaluation into the perspectives of others.