

## 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.