

AT1: Learning about Religion: Knowledge and Understanding of:

Strand Level	i) beliefs, teachings and sources		ii) celebration and ritual	
	Pupils	Pupils	Pupils	Pupils
1	Recognise some religious stories.	Recognise some religious signs and symbols and use some religious words and phrases.		
2	Retell some special stories about religious events and people.	Use religious words and phrases to describe some religious actions and symbols.		
3	Make links between religious stories and beliefs.	Use a developing religious vocabulary to give reasons for religious actions and symbols.		
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, making links between them.	Use religious terms to show an understanding of different liturgies.		
5	Identify sources of religious belief and explain how distinctive religious beliefs arise.	Describe and explain the meaning and purpose of a variety of forms of worship.		
6	Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues.	Explain the significance for believers of different forms of religious and spiritual celebration.		
7	Show a coherent understanding of faith, religion and belief using a variety of sources and evidence.	Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration.		
8	Analyse a range of faiths, religions, beliefs and teachings, making reference to the texts used and how adherents interpret them.	Use a comprehensive religious and philosophical vocabulary to analyse and interpret varied religious and spiritual expression.		
EP	Provide a coherent and detailed analysis of faith, religion and belief.	Evaluate in depth the nature of religious and spiritual expression in contemporary society.		

AT 2: Learning from Religion: Reflection on Meaning

iii) social and moral practices and way of life		i) engagement with own and others' beliefs and values		ii) engagement with questions of meaning and purpose	
Pupils	Pupils	Pupils	Pupils	Pupils	Pupils
Recognise that people because of their religion act in a particular way.	Talk about their own experiences and feelings.	Say what they wonder about.			
Describe some ways in which religion is lived out by believers.	Ask and respond to questions about their own and others' experiences and feelings.	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer.			
Give reasons for certain actions by believers.	Make links to show how feelings and beliefs affect their behaviour and that of others.	Compare their own and other people's ideas about questions that are difficult to answer.			
Show understanding of how religious belief shapes life.	Show how own and others' decisions are informed by beliefs and values.	Engage with and respond to questions of life in the light of religious teaching.			
Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs.	Explain what beliefs and values inspire and influence them and others.	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.			
Explain how religious beliefs and teaching influence moral values and behaviour.	Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion.	Explain with reference to religious beliefs their own and others' answers to questions of meaning.			
Critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences.	Articulate their own critical response(s) to different religious beliefs and world views.	Evaluate religious and nonreligious views and beliefs on questions of meaning and purpose.			
Show a coherent understanding of the impact of a belief system on the way of life of individuals, communities and societies.	Critically analyse and justify own and others' religious beliefs and world views.	Synthesise a range of evidence, arguments, reflections and examples to justify their own views and ideas on questions of meaning and purpose.			
Provide a coherent, philosophical and evaluative account of the relationship between belief systems and ways of life.	Provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views.	Provide an independent, informed and well-argued account of their own and others' views on questions of meaning, purpose and fulfilment with reference to religious and moral traditions and viewpoints.			

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Teaching and learning strategies which enable pupils to develop knowledge and understanding to give reasons, show understanding, make links, engage and respond to:

Revelation

- how Jesus spoke of God his Father and the Holy Spirit;
- responses to creation (e.g. in prayer, art, music etc.);
- care for and misuse of God's creation;
- God's call to people in the Old Testament;
- how Jesus called people to follow him;
- ways in which people of today can hear and respond to God's call;
- key imagery that speaks of God in the Old Testament and the Gospels;
- the Bible;
- the Gospel accounts of key events in the life of Jesus: nativity,
- presentation, finding in the Temple, baptism, temptations, passion, death,
- resurrection and ascension;
- the Gospel accounts of Jesus' public ministry and teaching;
- the Gospel accounts of how the lives of men and women were changed by their encounters with Jesus;
- the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.

The Church

- key images of the Church used in Scripture and Tradition; the implications of this imagery for community life;
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- God's call to individuals and their different responses;
- the role of Mary as Mother of Jesus, as the first disciple and Mother of the Church;
- the gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community;
- the cost of discipleship;
- ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities);
- to being Church' in the parish, diocese and universal Church;
- the life of the Church in other parts of the world (e.g. customs and traditions, universal saints);
- the ways Jesus proclaimed Good News to everyone he met and the variety of responses made;
- the life and growth of the first Christian communities (e.g. Paul, Stephen);
- the teaching role of the apostles (e.g. through New Testament letters);
- how the local church is 'good news' for people and how everyone can have a part in this;
- how the school community has opportunities to be 'good news' for others;
- respect for the writings and holy people of the Jewish faith and other religions.

Celebration

- celebrations which mark significant events in people's lives;
- the Church's celebrations of significant events in the life of Jesus;
- Sunday as a significant day in the life of the local Church;
- elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise);
- community prayer;
- signs and symbols and their significance in liturgy;
- words and images Jesus used to express communion (e.g. I am the vine and you are the branches);
- some ways people enter into the communion of the Church;
- the rites of Baptism and Confirmation and the response they invite;
- the structure of the Eucharist;
- the significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread;
- Jesus' attitudes to sinners and his teaching about sorrow and forgiveness;
- their freedom to choose and responsibility to choose the good;
- the practice of examination of conscience and its significance for Christian living;
- the rite of Reconciliation and its significance;
- the Sacrament of the Sick;
- ways in which love and commitment are important in human life;
- and be able to name the Sacraments of Holy Orders and Matrimony and to explain their significance in their own words;
- prayer in the life of Jesus;
- the prayer Jesus taught his friends (Our Father) and its significance;
- a variety of prayers and prayer forms, formal and informal used for personal and community prayer;
- respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers.

Life in Christ

- the joy and challenge of and the giving and receiving in relationships;
- human gifts and qualities and the physical world as gifts and signs of God's love;
- how such gifts may be used, neglected or abused;
- the Gospel message that Jesus brings fullness of life for all people: the Beatitudes;
- the joys and challenges that freedom and responsibility bring;
- conscience as a gift to be developed through the practice of examination of conscience;
- accounts in Scripture of God's invitations and a variety of responses;
- the motives and emotions which influence choices;
- Gospel accounts which show the love and complete self-giving of Jesus;
- the suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life;
- sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness;
- the diversity and richness of creation;
- the value and challenge of differences between individuals and peoples;
- the values of sharing, showing respect and care for others;
- respect for community values and life of other cultures and other religious communities;
- how love of God is shown in obedience to God's commandments;
- Sunday as the Lord's day;
- ways love of neighbour can be shown at home, at church, locally and globally;
- the Christian values which inform love of neighbour and oneself;
- ways in which care for others is important for the Jewish faith and other religions.