

AT1: Learning about Religion: Knowledge and Understanding of:

AT 2: Learning from Religion:
Reflection on meaning

Progression in reflection
and contemplation

| Strand Level | i) beliefs, teachings and sources | ii) celebration and ritual | 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 | Progression in reflection and contemplation |
|--------------|---|---|---|---|---|---|
| | Pupils | Pupils | Pupils | Pupils | Pupils | Pupils |
| 1 | Recognise some religious stories | Recognise some religious signs and symbols and use some religious words and phrases | Recognise that people because of their religion act in a particular way | Talk about their own experiences and feelings | Say what they wonder about | Reflect quietly |
| 2 | Retell some special stories about religious events and people | Use religious words and phrases to describe some religious actions and symbols | 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 | Participate in periods of reflection in response to a given stimulus |
| 3 | Make links between religious stories and beliefs | Use a developing religious vocabulary to give reasons for religious actions and symbols | 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 the importance of stillness and quiet during times of reflection and prayer |
| 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 | Show understanding of how religious belief shapes life | Show how own and other's decisions are informed by beliefs and values | Engage with and respond to question of life in the light of religious teaching | Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (places, times, foci, stimuli) |
| 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 | Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs | Explain what beliefs and values inspire an influence them and others | Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life | Explore how different situations are conducive to reflection and contemplation or prayer |
| 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 | 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 | Discern how different forms of reflection and contemplation or prayer can be important in people's lives |
| 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 | 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 non-religious views and beliefs on questions of meaning and purpose | Express creatively, linguistically or through other media, how reflection and contemplation can give people insights into their own lives and their relationships with God. |
| 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 | 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. | Reflect and analyse with others different views people hold on the worth of reflection and contemplation or prayer |
| 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 | 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 fulfillment with reference to religious and moral traditions and standpoints | Reflect quietly |