

AT 1—Learning about religion	AT2—Learning from Religion
<p>Pupils</p> <ul style="list-style-type: none"> • Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • Describe why people belong to religions • Understand 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 answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression within and between religions. 	<p>Pupils</p> <ul style="list-style-type: none"> • Ask and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments relating them to their own and others' lives. • Explain what inspires and influences them, expressing their own and others' views in the challenges of belonging to a religion.
<p>Pupils</p> <ul style="list-style-type: none"> • Use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • Make links between them and describe some similarities and differences both within and between religions. • Describe the impact of religion on people's lives. • Suggest meanings for a range of forms of religious expression. 	<p>Pupils</p> <ul style="list-style-type: none"> • Raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. • Apply their ideas to their own and other people's lives. • Describe what inspires and influences themselves and others.
<p>Pupils</p> <ul style="list-style-type: none"> • 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 religion has on believers lives. • Describe some forms of religious expression 	<p>Pupils</p> <ul style="list-style-type: none"> • Identify what influences them, making links between aspects of their own and others' experiences. • Ask important questions about religion and beliefs, making links between their own and others' responses. • Make links between values and commitments, and their own attitudes and behaviour.
<p>Pupils</p> <ul style="list-style-type: none"> • 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 • Retell religious stories and • Suggest meanings for religious actions and symbols • Identify how religion is expressed in different ways 	<p>Pupils</p> <ul style="list-style-type: none"> • Ask, and respond sensitively to, questions about their own and other's 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.
<p>Pupils</p> <ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious life and practice • Can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 	<p>Pupils talk about</p> <ul style="list-style-type: none"> • their own experiences and feelings, • what they find interesting or puzzling • what is of value and concern to themselves and to others.