

The expectation of the Agreed Syllabus is that at the end of Key Stage 1 pupils will be able to:

<p>AT1- Knowledge and Understanding With reference to the statutory Key Content specified by this syllabus:</p>	<p>AT2- Reflection and Response With reference to the statutory Key Content specified by this syllabus:</p>
<p>Recall and name different beliefs and practices, including festivals, worship and rituals</p>	<p>Suggest meanings behind different beliefs and practices</p>
<p>Retell some religious and moral stories from sacred writings, recognising the traditions from which they come</p>	<p>Suggest meanings of some religious and moral stories</p>
<p>Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life</p>	<p>Appreciate some similarities between faith communities</p>
<p>Identify what difference belonging to a faith community might make</p>	<p>Ask and respond to questions about what individuals and faith communities do, and why</p>
<p>Observe and recount different ways of expressing identity and belonging to faith groups, including wearing clothing and symbols and taking part in acts of worship</p>	<p>Respond sensitively to expressions of belonging to faith groups</p>
<p>Pupils present ideas about two different religions using key words for each faith studied, including naming the place of worship, two symbols or artefacts found there, one key figure and one core belief</p>	<p>Notice and respond sensitively to some similarities between different religions and worldviews</p>
<p>Consider responses to big questions from different religious traditions and worldviews</p>	<p>Express their own ideas and opinions using words, music, art or poetry</p>
<p>Give examples of co-operation from different religious traditions</p>	<p>Respond with ideas to examples of co-operation from different religious traditions</p>
<p>Identify how different religions answer questions of right and wrong</p>	<p>Express their ideas and opinions in response to questions of right and wrong</p>

The expectation of the Agreed Syllabus is that at the end of Key Stage 2 pupils will be able to:

<p>AT1 – Knowledge and Understanding With reference to the statutory Key Content specified by this syllabus:</p>	<p>AT2 – Reflection and Response With reference to the statutory Key Content specified by this syllabus:</p>
<p>Describe and make connections between different features of religions, including celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage</p>	<p>Reflect on the significance for faith members of participating in celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage</p>
<p>Describe and show understanding of links between stories, beliefs and practices of faith communities</p>	<p>Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities</p>
<p>Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p>	<p>Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship</p>
<p>Show understanding of how beliefs, practices and forms of expression influence individuals and communities</p>	<p>Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities</p>
<p>Show understanding of the challenges of commitment to a community of faith</p>	<p>Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives</p>
<p>Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p>	<p>Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p>
<p>Present their own and others' views to challenging questions about belonging, meaning, purpose and truth</p>	<p>Apply ideas of their own to challenging questions in different forms including reasoning, music, art and poetry</p>
<p>Identify ways in which diverse communities can live together for the wellbeing of all</p>	<p>Respond thoughtfully to ideas about community, values and respect</p>
<p>Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>