

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

<p style="text-align: center;"><b>AT1 – Knowledge and Understanding</b>  <b>With reference to the statutory Key Content specified by this syllabus:</b></p>	<p style="text-align: center;"><b>AT2 – Reflection and Response</b>  <b>With reference to the statutory Key Content specified by this syllabus:</b></p>
<p>Describe and make connections between different features of religions, including celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage <b>5.1, 5.3, 6.3</b></p>	<p>Reflect on the significance for faith members of participating in celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage <b>5.1, 5.3, 6.3</b></p>
<p>Describe and show understanding of links between stories, beliefs and practices of faith communities <i>specified in the key content</i> <b>5.3</b></p>	<p>Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities <i>specified in the key content</i> <b>5.3</b></p>
<p>Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship <i>specified in the key content</i> <b>5.1, 6.2</b></p>	<p>Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship <i>specified in the key content</i> <b>5.1, 6.2</b></p>
<p>Show understanding of how beliefs, practices and forms of expression influence individuals and communities <b>5.2, 5.3</b></p>	<p>Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities <b>5.2, 5.3</b></p>
<p>Show understanding of the challenges of commitment to a community of faith <b>5.1, 5.2</b></p>	<p>Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives <b>5.1, 5.2</b></p>
<p>Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places <b>5.1, 5.3, 6.2</b></p>	<p>Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places <b>5.1, 5.3, 6.2</b></p>
<p>Present their own and others' views to challenging questions about belonging, meaning, purpose and truth <b>6.3</b></p>	<p>Apply ideas of their own to challenging questions in different forms including reasoning, music, art and poetry <b>6.3</b></p>
<p>Identify ways in which diverse communities can live together for the wellbeing of all <b>5.2, 6.1, 6.2</b></p>	<p>Respond thoughtfully to ideas about community, values and respect <b>5.2, 6.1, 6.2</b></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 <b>6.1</b></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 <b>6.1</b></p>