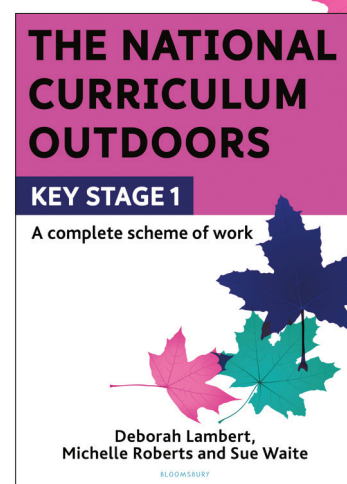




## Curriculum for Excellence mapping, compiled by Natalie White of East Ayrshire Council's Learning Outdoors Support Team.

The lesson plans within the series *The National Curriculum Outdoors* have been mapped to the Scottish Curriculum for Excellence (CfE) experiences and outcomes. The following mapping has been created for the series:

National Curriculum for England	CfE level
Year 1	Early level
Year 2	First level
Year 3	First level
Year 4	Second level
Year 5	Second level
Year 6	Second level



Due to the different delivery frameworks of the CfE and the National Curriculum, we have identified certain lessons which deliver more than one CfE curriculum area. An example of this may be a lesson which uses fire building. The expectation within CfE would be to teach the safety element of this lesson as 'Health and wellbeing', in addition to the literacy outcomes of the lesson.

This table shows how we have mapped the subjects covered in *The National Curriculum Outdoors* to the curriculum areas of the CfE. The area of 'Health and wellbeing' is covered across a number of the lesson plans.

Chapter from <i>The National Curriculum Outdoors</i>	Curriculum for Excellence curriculum area
English	Languages (LIT/ENG)
Maths	Numeracy and mathematics (MNU/MTH)
Science	Science (SCN)
Geography	Social studies (SOC)
History	Social studies (SOC)
Art and Design	Expressive arts (EXA)
Design and Technology	Technology (TCH)
Music	Expressive arts (EXA)
Religion	Religious and moral education (RME)

Recognition should be given that delivery of these lessons should be part of a progressive programme of learning. Teachers may find it useful to view the lessons here as an opportunity for pupils to demonstrate 'application of what they have learned in new and unfamiliar situations', as suggested in the benchmarks for literacy and English (<https://education.gov.scot/nih/Documents/LiteracyEnglishBenchmarks.pdf>).



English (CfE curriculum area: Languages)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	Discuss the sequence of events in books and how items of information are related. Ask relevant questions to extend their understanding and knowledge. Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about stories at a level beyond that at which they can read independently.	LIT 1-01a LIT 1-10a TCH 1-09a	I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a	I can design and construct models and explain my solutions. TCH 1-09a	
2	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Be encouraged to link what they read or hear read to their own experiences. Give well-structured descriptions exclamations and narratives for different purposes, including for expressing feelings.	LIT 1-01a LIT 1-10a EXA 1-04a	I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a	
3	Recognise simple reoccurring literary language in stories and poetry. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	LIT 1-01a LIT 1-10a	I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a		
4	Become increasingly familiar with and retail a wider range of stories, fairy stories and traditional tales.	LIT 1-01a LIT 1-10a	I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a		
5	Write narratives about personal experiences and those of others. Recognise simple recurring literary language in stories and poetry.	LIT 1-01a LIT 1-10a EXA 1-01a EXA 1-13a	I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a	I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people's presentations/ performances. EXA 1-01a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a



English (CfE curriculum area: Languages)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
6	Write narratives about personal experiences and those of others. Write for different purposes.	LIT 1-01a LIT 1-10a EXA 1-01a EXA 1-13a	I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for people's presentations/performances. EXA 1-01a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a



Maths (CfE curriculum area: Mathematics)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes	
1	Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Compare and sort common 2D and 3D shapes and everyday objects.	MTH 1-16a MTH 1-17a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a
2	Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	MTH 1-16a MTH 1-19a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a
3	Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	MTH 1-16a MTH 1-19a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a
4	Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2D and 3D shapes and everyday objects.	MTH 1-16a TCH 1-09a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	I can design and construct models and explain my solutions. TCH 1-09a
5	Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes.	MTH 1-16a TCH 1-09a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	I can design and construct models and explain my solutions. TCH 1-09a
6	Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, for example a triangle on a pyramid.	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	



Science (CfE curriculum area: Science)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes
1	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for different uses. Identify and classify materials. Perform simple tests.	SCN 1-15a TCH 1-10a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a  I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a
2	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for different uses. Ask simple questions and recognise that they can be answered in different ways.	SCN 1-15a TCH 1-10a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a  I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a
3	Ask simple questions and recognise that they can be answered in different ways. Observing closely, use simple equipment. Perform simple tests.	SCN 1-15a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a
4	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for different uses. Ask simple questions and recognise that they can be answered in different ways. Observing closely, use simple equipment. Perform simple tests.	SCN 1-15a TCH 1-10a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a  I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a
5	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching them. Observing closely, use simple equipment. Perform simple tests.	SCN 1-15a TCH 1-10a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a  I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a
6	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching them. Observing closely, use simple equipment. Perform simple tests.	SCN 1-15a TCH 1-10a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a  I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a



Geography (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes				
1	Use simple compass direction (north, south, east and west) and locational and directional language to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	SOC 1-07a SOC 1-11a SOC 1-13a SOC 1-14a MTH 1-17a	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a	By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. SOC 1-11a	Having explored the landscape of my local area, I can describe the various ways in which land has been used. SOC 1-13a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a
2	Describe the location of features and routes on a map. Devise a simple map.	SOC 1-14a MTH 1-16a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a			
3	Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key.	SOC 1-14a MTH 1-17a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a			
4	Use locational and directional language to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key.	SOC 1-14a MTH 1-17a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a			
5	Use locational and directional language to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	SSOC 1-14a MTH 1-17a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a			
6	Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	SOC 1-14a MTH 1-17a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a			



History (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes		
1	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	SOC 1-02a SOC 1-03a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history. SOC 1-02a	I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a	
2	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	SOC 1-02a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history. SOC 1-02a		
3	Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	SOC 1-02a SOC 1-04a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history. SOC 1-02a	I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a	
4	Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	SOC 1-03a SOC 1-04a TCH 1-10a	I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a	I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a
5	Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify ways in which it is represented.	SOC 1-06a EXA 1-04a	Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a	
6	Identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify ways in which it is represented.	SOC 1-04a	I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a		



Art and design (CfE curriculum area: Expressive arts)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes		
1	Develop a wide range of art and design techniques using colour.	EXA 1-02a EXA 1-03a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	
2	Develop a wide range of art and design techniques using line.	EXA 1-02a EXA 1-03a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	
3	Develop a wide range of art and design techniques using pattern.	EXA 1-02a EXA 1-03a EXA 1-07a MTH 1-19a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a
4	Develop a wide range of art and design techniques using texture.	EXA 1-04a EXA 1-05a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a	
5	Develop a wide range of art and design techniques using shape and form.	EXA 1-06a EXA 1-07a TCH 1-09a	Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a	I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a	I can design and construct models and explain my solutions. TCH 1-09a
6	Develop a wide range of art and design techniques using shape, form, texture and line.	EXA 1-03a EXA 1-04a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a	





Design and technology (CfE curriculum area: Technology)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes
1	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	TCH 1-11a TCH 1-12a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a  I explore and discover engineering disciplines and can create solutions. TCH 1-12a
2	Select from and use a range of tools and equipment to perform practical tasks - for example, joining. Build structures, exploring how they can be made stronger, stiffer and more stable.	TCH 1-09a TCH 1-11a TCH 1-12a	I can design and construct models and explain my solutions. TCH 1-09a  I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a  I explore and discover engineering disciplines and can create solutions. TCH 1-12a
3	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks - for example, joining. Design purposeful, functional, appealing products for themselves and other users, based on designed criteria. Select from and use a range of tools and equipment to perform practical tasks – for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, according to their characteristics.	TCH 1-09a TCH 1-11a TCH 1-12a	I can design and construct models and explain my solutions. TCH 1-09a  I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a  I explore and discover engineering disciplines and can create solutions. TCH 1-12a
4	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks - for example, joining. Design purposeful, functional, appealing products for themselves and other users, based on designed criteria. Select from and use a range of tools and equipment to perform practical tasks – for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, according to their characteristics.	TCH 1-09a TCH 1-11a TCH 1-12a	I can design and construct models and explain my solutions. TCH 1-09a  I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a  I explore and discover engineering disciplines and can create solutions. TCH 1-12a
5	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks - for example, joining. Design purposeful, functional, appealing products for themselves and other users, based on designed criteria. Select from and use a range of tools and equipment to perform practical tasks – for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, according to their characteristics.	TCH 1-09a TCH 1-11a TCH 1-12a	I can design and construct models and explain my solutions. TCH 1-09a  I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a  I explore and discover engineering disciplines and can create solutions. TCH 1-12a
6	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks - for example, joining. Design purposeful, functional, appealing products for themselves and other users, based on designed criteria. Select from and use a range of tools and equipment to perform practical tasks – for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, according to their characteristics.	TCH 1-09a TCH 1-11a TCH 1-12a	I can design and construct models and explain my solutions. TCH 1-09a  I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a  I explore and discover engineering disciplines and can create solutions. TCH 1-12a



Music (CfE curriculum area: Expressive arts)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes	
1-6	<p>The series of progressions across Key Stage 1 Music all addressed the following curriculum content:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play untuned instruments musically.</p> <p>Listen with concentration and understanding.</p> <p>Experiment with, create, select and combined sounds using the interrelated dimensions of music.</p>	<p>EXA 0-16a EXA 0-17a</p>	<p>I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.</p> <p>EXA 1-16a</p>	<p>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.</p> <p>EXA 1-17a</p>



Religious education (CfE curriculum area: Religious and moral education)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	AT1 Learning about religion: Knowledge and understanding of expressing meaning. AT2 Learning from religion: Response to, reflection on and evaluation of questions of identity and experience.	RME 1-01b SCN 1-12b	By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. RME 1-01b	I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b		
2	AT1 Learning about religion: Knowledge and understanding of expressing meaning. AT2 Learning from religion: Response to, reflection on and evaluation of questions of identity and experience.	RME 1-04b TCH 1-09a	By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world. RME 1-04b	I can design and construct models and explain my solutions. TCH 1-09a		
3	AT1 Learning about religion: knowledge and understanding of beliefs and teaching. AT2 Learning from religion: Response to, reflection on and evaluation of questions of meaning and purpose.	HWB 1-05 HWB 1-10a HWB 1-14a HWB 1-44a	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 1-05a	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 1-10a	I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 1-14a	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a
4	AT1 Learning about religion: knowledge and understanding of beliefs and teaching. AT2 Learning from religion: Response to, reflection on and evaluation of questions of meaning and purpose.	HWB 1-14a	I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 1-14a			
5	AT1 Learning about religion: Knowledge and understanding of practices and lifestyles. AT2 Learning from religion: Response to, reflection on and evaluation of questions of values and commitments.	HWB 1-09a HWB 1-14a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a	I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 1-14a		
6	AT1 Learning about religion: Knowledge and understanding of practices and lifestyles. AT2 Learning from religion: Response to, reflection on and evaluation of questions of values and commitments.	HWB 1-01a HWB 1-04a HWB 1-19a	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a	