

Standards for Primary Religious Education

Skills Areas		Age 3-5 End of Phase Standards
Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Listen to and talk about religious stories and respond to what they hear with relevant comments. • Sing songs; make music and dance to express religious stories. • Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. • Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. • Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. • Read and understand simple sentences from scripture or from their own religious stories • Share religious stories they have heard and read with others. • Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. (did say scripture and moved up) • Write simple sentences about religious stories using phrases or words which can be read by themselves and others. • Listen, talk about and role play how people act in a particular way because of their beliefs (new one) • Listen and talk about key figures in the history of the People of God. (moved up) • Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. • Listen, talk about and role play how people behave in the local, national and universal church community. • Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.
	Making Links and Connections	
	Historical Development	
	Specialist Vocabulary	<ul style="list-style-type: none"> • Decode key religious words appropriate to their age and stage of development. • Use key religious words appropriate to their age and stage of development.
Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> • Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events.
	Beliefs and Values	<ul style="list-style-type: none"> • Show sensitivity to others’ needs and feelings. • Talk about how they and others show feelings. • Confidently speak in a familiar group and talk about their ideas. • Express themselves effectively, showing awareness of listeners’ needs. • Give their attention to what others say and respond appropriately. • Talk about their own and others’ behaviour and its consequences. • Talk about past and present events in their own lives and in the lives of family members. • Know that other children don’t always enjoy and share the same feelings and are sensitive to this.
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	

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By the end of age phase, pupils will be able to:

	Skills Areas	Age 5-7 End of Phase Standards	Age 7-9 End of Phase Standards	Age 9-11 End of Phase Standards
Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used Recognise religious beliefs Recognise that people act in a particular way because of their beliefs Describe some of the actions and choices of believers that arise because of their belief Recognise key figures in the history of the People of God Describe the life and work of some key figures in the history of the People of God Recognise key people in the local, national and universal Church Describe different roles of some people in the local, national and universal Church Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	<ul style="list-style-type: none"> Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their beliefs the life and work of key figures in the history of the People of God different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments 	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
	Making Links and Connections		<ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices 	<ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases 	<ul style="list-style-type: none"> Use a range of religious vocabulary 	<ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately
Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer 	<ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose 	<ul style="list-style-type: none"> Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose
	Beliefs and Values	<ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others' feelings, experiences and things that matter to them 	<ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others 	<ul style="list-style-type: none"> Show understanding of how own and other's decisions are informed by beliefs and moral values
Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> Use a given source to support a point of view 	<ul style="list-style-type: none"> Use sources to support a point of view
	Construct Arguments		<ul style="list-style-type: none"> Express a point of view 	<ul style="list-style-type: none"> Express a point of view and give reasons for it
	Make Judgements		<ul style="list-style-type: none"> Express a preference 	<ul style="list-style-type: none"> Arrive at judgements
	Recognise Diversity			<ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view.
	Analyse and Deconstruct			

Standards for Secondary Religious Education

By the end of age phase, students will be able to:

Skills Areas		Age 11-14 End of Phase Standards	Age 14-16 End of Phase Standards	Age 16-19 End of Phase Standards
Knowledge and Understanding (learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Explain the meaning and purpose of a range of scripture passages. Demonstrate a knowledge and understanding of: <ul style="list-style-type: none"> doctrine, belief and theological concepts the nature, structure and authority of communities of belief, both locally and universally questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Interpret the meaning and significance of a range of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communities Demonstrate comprehensive knowledge and understanding of: <ul style="list-style-type: none"> doctrine, belief and theological concepts the nature, structure and authority of communities of belief, both locally and universally questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Critically reflect and skillfully interpret the meaning and significance of a wide variety of sacred texts and sources of wisdom, using the skills of scriptural scholarship and reason Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of: <ul style="list-style-type: none"> doctrine, belief and theological concepts the nature, structure and authority of communities of belief, both locally and universally questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments the structure, meaning and significance of different forms of worship for believers Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of divergent views and practices within and between religions and beliefs
	Making Links and Connections	<ul style="list-style-type: none"> Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others 	<ul style="list-style-type: none"> Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them 	<ul style="list-style-type: none"> Make coherent and insightful connections between different areas of study (doctrine, sources, structures, worship and life), fully explaining the multiple and sophisticated causal connections between them
	Historical Development	<ul style="list-style-type: none"> Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time 	<ul style="list-style-type: none"> Demonstrate an understanding of the historical and/or cultural development of concepts in each of the areas of study, recognising the significance of historical context and shifts in other areas of understanding 	<ul style="list-style-type: none"> Demonstrate a thorough understanding of the historical and/or cultural development of understanding in each of the areas of study, recognising the importance of historical and cultural context, drawing on the work of relevant theologians, philosophers and scholars in other relevant disciplines
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use a range of contextually accurate and appropriate religious and specialist vocabulary 	<ul style="list-style-type: none"> Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary 	<ul style="list-style-type: none"> Precisely use a wide range of appropriate specialist theological, philosophical and ethical vocabulary, extensively, effectively and with a high degree of confidence
Engagement and Response (learning from)	Meaning and Purpose	<ul style="list-style-type: none"> Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching 	<ul style="list-style-type: none"> Evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others' views 	<ul style="list-style-type: none"> Critically evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others' views
	Beliefs and Values	<ul style="list-style-type: none"> Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching 	<ul style="list-style-type: none"> Evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others' views 	<ul style="list-style-type: none"> Critically evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others' views
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view 	<ul style="list-style-type: none"> Use a range of sources of wisdom and authority appropriately to provide explanations of aspects of each area of study, using these sources with increasing sophistication and as evidence to support particular points of view 	<ul style="list-style-type: none"> Skillfully select and deploy relevant knowledge from a wide range of sources, demonstrating extensive depth and breadth in the selection, in the defence of a polemical position
	Construct Arguments	<ul style="list-style-type: none"> Present an argument for a particular point of view, showing an awareness of different views 	<ul style="list-style-type: none"> Construct a sustained argument, based on critical analysis of different views 	<ul style="list-style-type: none"> Perceptively discuss different views, leading to developed arguments that are coherent, relevant and logically structured
	Make Judgements	<ul style="list-style-type: none"> Arrive at judgements that are supported by evidence 	<ul style="list-style-type: none"> Form reasoned judgements that are supported by evidence, weighing the strengths and weaknesses of different positions and arriving at convincing conclusions that competently draw together arguments and ideas 	<ul style="list-style-type: none"> Form coherent and reasoned judgements that are fully supported by a comprehensive appraisal of evidence, arriving at compelling conclusions that fully and logically draw together the ideas and arguments analysed
	Recognise Diversity	<ul style="list-style-type: none"> Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Comprehensively demonstrate a depth of understanding of the significance and influence of commonality and diversity within and between religions, and the origins of these, both historical and textual
	Analyse and Deconstruct	<ul style="list-style-type: none"> Accurately outline the nature of different debates within Theology, Philosophy and Ethics 	<ul style="list-style-type: none"> Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics 	<ul style="list-style-type: none"> Critically deconstruct information, leading to insightful analyses of complex concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics