

Year Group	Working towards (In general pupils in this category will receive greater support or their response will be consistently more limited)	Age related	Greater depth (In general pupils working at greater depth will produce work which shows greater insight for their age and ability than average)
<p><b>Year One</b></p> <p><b>AT1</b> (knowledge and understanding Learning about)</p> <p><b>Key words</b> Recognise</p>	<ul style="list-style-type: none"> <li>Pupils may only recognise a more limited range of biblical stories</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>They may only be able to recognise one psalm or one image of God. In some cases they may fail completely in one of those aspects. They would not be able to generalise and say what a Psalm is.</li> <li>They may recognise the story of Zacchaeus but not the detail within</li> </ol> <ul style="list-style-type: none"> <li>Recognise a very limited range of religious beliefs and only when these are presented to them.</li> <li>They may not be able to express their own feelings or talk about their</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Recognise most of the elements of religious and biblical stories studied and the people and events within.</li> </ul> <p><b>This should include:</b></p> <ol style="list-style-type: none"> <li>a recognition of what a psalm is and how the psalmist wanted to praise God for creation.</li> <li>an appreciation of the fact that we are loved by God.</li> <li>Scripture passages which look at imagery which speaks of God &amp; key texts which tell simply the major events in the life of Jesus</li> </ol> <p>(see resources for further guidance)</p> <ul style="list-style-type: none"> <li>When shown a picture (s) of a religious story talked about in class they would be able to recognise it.</li> <li>Identify a few simple religious beliefs. <ol style="list-style-type: none"> <li>For example Christian believe that God loves us, that Jesus is the Son of God</li> </ol> </li> </ul>	<p>As the Age related outcomes but in addition</p> <ul style="list-style-type: none"> <li>They may be able to retell at least orally some of the biblical stories as well as recognise them</li> </ul> <p><b>Examples</b></p> <ol style="list-style-type: none"> <li>They may be able to write their own Psalms without scaffolding</li> <li>Give an example of their own imagery for God</li> </ol> <ul style="list-style-type: none"> <li>Identify without prompting key religious beliefs</li> <li>Talk confidently about their own experiences</li> </ul>

	<p>own experiences or only do this in a limited way</p> <ul style="list-style-type: none"> <li>Recognise only one person within the local Catholic community</li> </ul> <ul style="list-style-type: none"> <li>Recognise a limited range of religious signs and symbols.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>They may only be able to give one symbol relating to Advent or Lent</li> </ol> <ul style="list-style-type: none"> <li>They may confuse religious and non-religious symbols</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that we all belong to a family and talk about their own experience and feelings of belonging.</li> <li>Recognise some of key people within the local and worldwide Catholic community. After this has been discussed in class</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>parish priest,</li> <li>our Bishop,</li> <li>the Pope</li> <li>parish deacon(s) if appropriate.</li> </ol> <ul style="list-style-type: none"> <li>Recognise that people might act in certain ways because of their beliefs.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>we go to Church to pray to God.</li> <li>We help each other because we follow Jesus.</li> </ol> <ul style="list-style-type: none"> <li>Recognise the majority of religious signs and symbols they have studied and use some religious words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li><b>Without prompting identify</b> some key people within the local Catholic and worldwide community. (Or the equivalent if they are from another faith or denomination)</li> <li>Recognise that people might act in certain ways because of their beliefs and without prompting be able to give examples.</li> <li>Independently connect symbolic actions to beliefs.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>When presented for example with a picture of a person kneeling in church they would be able to say in a simple way that they were praying and talking to God was important to them</li> </ol> <ul style="list-style-type: none"> <li>Recognise a large majority of religious signs and symbols studied and <b>use</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• Know the words of only one or two prayers important in the Catholic Tradition</li> <li>• Although pupils may recognise religious language they may not be able to use it correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Select specifically Christians symbols from other symbols</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. When presented with a variety of things people might use or buy over Advent and Christmas (mince pies/wreath/turkey toy reindeer/ Advent calendar/etc.) they would be able to pick out the Christian symbols.</li> </ol> <ul style="list-style-type: none"> <li>• Know the words of some common prayers important in the Catholic tradition and recognise that people say these prayers to be close to God.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. the school prayer(s),</li> <li>2. the Our Father,</li> <li>3. The Hail Mary,</li> <li>4. The Glory Be</li> <li>5. Grace at meal times</li> </ol> <ul style="list-style-type: none"> <li>• Be able to use some simple religious language</li> </ul>	<p><b>religious words and phrases accurately.</b></p> <p>For example:</p> <ol style="list-style-type: none"> <li>1. Recognise the words nativity or repent and be able to use the words (at least orally) in a context they revealed their understanding</li> </ol> <ul style="list-style-type: none"> <li>• Beside knowing the words of common prayers they might be able to express in <b>their own words</b> why people pray and why prayer is important.</li> <li>• They use religious language confidently and without prompting and in context</li> </ul>
<p><b>AT2</b> (Engage and Respond Learning From)</p> <p><b>Key Words</b> <b>Talk about</b></p>	<ul style="list-style-type: none"> <li>• Talk in a more limited way about their own experiences</li> <li>• The questions they ask may not be relevant to the topic being studied</li> <li>• They may recognise but not be able to articulate that some things are right and some wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about many of their own experiences and how these made them feel.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. How did you feel when.....?</li> </ol> <ul style="list-style-type: none"> <li>• Reflect upon some things they wonder about and ask simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk <b>confidently about a range</b> of their own experiences and how these made them feel.</li> <li>• Reflect upon some things they wonder about <b>from a religious perspective</b> and ask simple questions recognising that some questions are difficult to answer.</li> </ul> <p>For example:</p>

		<p>recognising that some questions are difficult to answer.</p> <ul style="list-style-type: none"> <li>Recognise some questions are about right and wrong and when this has been discussed in class recognise a few examples that demonstrate this.</li> </ul>	<p>1. Ask relevant questions about God 2. Ask if there is a religious way to prepare for Christmas</p> <ul style="list-style-type: none"> <li>Recognise some questions are about right and wrong <b>and be able to give their own examples</b></li> </ul>
<p><b>AT3</b> Analysis and Evaluation</p>			
<p><b>Year Two AT1</b> (knowledge and understanding Learning about)</p> <p><b>Key words</b></p> <p><b>In addition to those from year 1</b> <b>Retell</b> <b>Describe</b></p>	<ul style="list-style-type: none"> <li>Retell in any form some of the stories studied but in more limited fashion. Details may be confused or missed out completely</li> </ul> <p>For example</p> <ol style="list-style-type: none"> <li>They may recognise the story of Amos and know that Amos is a prophet but be unable to give more detail</li> <li>They may recognise miracle stories but be unable to retell one in detail</li> </ol> <ul style="list-style-type: none"> <li>Be able to state a simple meaning only when learning this by rote</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Retell in any form accurately the stories within the Old and New Testament that they have studied using their own words. At least some of this work will be in written form</li> </ul>	<p><b>As the Age related outcomes but in addition</b></p> <ul style="list-style-type: none"> <li>In each unit studied pupils may be able to retell in any form more than one story. At least some of the stories will be in written form</li> <li>Recognise that all religious stories have a meaning even if they cannot yet fully</li> </ul>

	<ul style="list-style-type: none"> <li>• Retell in any form only one or two stories from the lives of saints significant to the school or local community. Details may be incorrect</li> <li>• Whilst recognising key people in the local, national or global Church they may only be able to describe the roles of one or two or when retelling the details may be incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• State a <b>simple meaning</b> for some of the Biblical and religious stories they have studied. For example:             <ol style="list-style-type: none"> <li>1. The parable of the Good Samaritan means we should help everyone even if we don't like them.</li> </ol> </li> <li>• Include some of the Key figures in the Old Testament. This may vary slightly depending on your syllabus</li> <li>• Retell in any form a few simple stories from the lives of saints significant to the school and/or the local community. And your school. (School or class saint, parish saint) At least some of this work will be in written form</li> <li>• Recognise key people in the local, national and global Church and <b>describe</b> simply the roles of these key people.  For example:             <ol style="list-style-type: none"> <li>1. describe the role of a priest,</li> <li>2. the role of the pope,</li> <li>3. the Bishop.</li> </ol> </li> </ul>	<p>articulate that meaning and state simply the meaning of key texts studied.</p> <p>For example</p> <ol style="list-style-type: none"> <li>1. They will understand that the correct question to ask about Biblical stories is 'What can we learn from this' and they will be able to go some way in articulating their own answers</li> </ol> <ul style="list-style-type: none"> <li>• Connect some texts to religious belief and correctly identify that belief. For example             <ol style="list-style-type: none"> <li>1. to recognise from some of the texts relating to work studied in creation that we have a responsibility to care for others</li> </ol> </li> <li>• Retell stories in any form from the lives of saints significant to the school and/or the local community. <b>Describe why these people are important.</b> At least some of this work will be in written form</li> <li>• State the roles of key people within the Catholic community and <b>describe with specific examples</b> the work and roles of these key people.</li> </ul>
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	<ul style="list-style-type: none"> <li>When describing how people with religious beliefs lived they may be unable to connect this to their beliefs For example:             <ol style="list-style-type: none"> <li>They may be able to give some details about what Amos said but not about his beliefs</li> </ol> </li> <li>Describe a more limited range of religious signs, symbols and actions. For example:             <ol style="list-style-type: none"> <li>They may be able to state only one custom from around the world describing how people prepare during Advent</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>they may extend this to people who help in Church like readers or Eucharistic ministers. At this stage description might only include the key aspects of their role</li> </ol> <ul style="list-style-type: none"> <li>Describe and give examples of ways that people with religious beliefs, especially the key figures identified, live their lives because of their religious belief. For example:             <ol style="list-style-type: none"> <li>Amos was prepared to ask people to change because he believed that God wanted people to care for the poor</li> </ol> </li> <li>Describe the religious signs, symbols and actions used in prayer and Liturgy and the seasons of the Church's liturgical Year using appropriate religious words and phrases. (Refer to your syllabus but in general chose key symbols for major seasons of the Church's year and some of the key aspects of a church and the sacraments)</li> <li>With support Identify the meaning of some of these signs and/or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and give examples of ways that people with religious beliefs, especially the key figures identified, <b>live their lives because of their religious belief, they can state the example they give to people today</b> For example:             <ol style="list-style-type: none"> <li>When considering the story of Amos they might consider how this story would affect Christians today</li> </ol> </li> <li>As well as describing the religious signs symbols and actions used in prayer and liturgy they may be able to attach meaning to these independently</li> <li><b>Describe logically the steps involved in religious actions and worship</b></li> </ul>
<p><b>AT2</b> (Engage and Respond Learning From)</p>	<ul style="list-style-type: none"> <li>Ask a more limited range of questions about experiences and feelings</li> <li>When considering stories about God and Jesus the questions they ask may</li> </ul>	<ul style="list-style-type: none"> <li>Confidently ask and answer some questions about how certain experiences make them and others feel and say why they feel that way.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently ask and answer some <b>purposeful questions</b> about how certain experiences make them and others feel and say why they feel that</li> </ul>

<p><b>Key Descriptors</b></p> <p><b>In addition to those from year 1</b> Ask and Respond</p>	<p>be less meaningful and reveal a lack of knowledge</p> <ul style="list-style-type: none"> <li>They may be unable to articulate their views on right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>Ask others why they are wondering about something.</li> <li>Say what they wonder about regarding God and Jesus.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>ask questions and respond to questions about what they wonder at about the Miracles</li> </ol> <ul style="list-style-type: none"> <li>With teacher support understand that there are some questions to which there are no answers except religious ones.</li> <li>Give simple views on what is right and wrong</li> </ul>	<p>way. <b>They will be able to distinguish between different types of questions.</b></p> <p>For example</p> <ol style="list-style-type: none"> <li>Ask when considering miracles, 'what does this story mean to us today?'</li> </ol> <ul style="list-style-type: none"> <li>Give views on what is right and wrong <b>and with teacher support link this back to others areas of RE or give simple reasons for their answers. They may say or write I think this because.....</b></li> </ul>
<p><b>AT3</b> Analysis and Evaluation</p>			
<p><b>Year Three AT1</b> (knowledge and understanding Learning about)</p> <p><b>Key words In addition to those from year 2</b> Select Make Links</p>	<ul style="list-style-type: none"> <li>Use their own words to retell some of the stories about religious events and people but some of the details may be incorrect and/or they will be no element of selection.</li> </ul> <p>For example</p> <ol style="list-style-type: none"> <li>When retelling the story of Jonah they would be unable to highlight key aspects of the story</li> </ol>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Use their own words to accurately retell stories about religious events and people and begin to link the majority of these to religious beliefs. There will be some element of selection.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li><i>If in telling the story of Jonah - when retelling the story they simply said Jonah ran away, got swallowed by a whale survived and went to Nineveh they would be focusing on the wrong elements. Jonah was called by God but didn't want to do what God wanted. He tried to run away from God, got into trouble but when he asked God for help God was there for him. This is a much better response.</i></li> </ol>	<p>As the Age related outcomes but in addition</p> <ul style="list-style-type: none"> <li>Use their own words to accurately retell stories about religious events and people. As well as an element of selecting pupils may also be able to link these stories to religious beliefs.</li> </ul> <p>For example</p> <ol style="list-style-type: none"> <li>When telling the story of Jonah they would be able to link this to the idea that God gives second chances or that God will always help us if we call on him</li> <li>Describing the story of the 'Forgiving Father' pupils would be able to link this to Christian belief that God is a loving forgiving God; and to the need for Christians to forgive in their own lives. Questions such as what might</li> </ol>

	<ul style="list-style-type: none"> <li>Describe with some detail a range of religious beliefs.</li> <li>Describe, with limited detail and accuracy, the life and work of key figures in the history of the People of God. <i>For example</i> <ol style="list-style-type: none"> <li>When retelling the story of Samuel they miss out key points</li> </ol> </li> <li>Describe, with limited detail and accuracy religious signs, symbols and actions using religious words and phrases. They may be unable to give reasons for why people take part in these  <i>For example</i> <ol style="list-style-type: none"> <li>They may be able to describe the Liturgy of the Word but fail to understand or articulate its importance for Catholics</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Describe, with increasing detail and accuracy a range of religious beliefs <i>For example</i> <ol style="list-style-type: none"> <li>They will be able to say why the Liturgy of the word is important</li> </ol> </li> <li>Describe, with increasing detail and accuracy, the life and work of key figures in the history of the People of God. (Refer to your syllabus or resources for exemplars) <i>For example</i> <ol style="list-style-type: none"> <li>retell the story of Samuel selecting key points from the story</li> </ol> </li> <li>Describe, with increasing detail and accuracy religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.  <i>For example:</i> <ol style="list-style-type: none"> <li>being able to identify some sacred objects within a place of worship such as Statues, crucifix, tabernacle and</li> </ol> </li> </ul>	<p><i>we learn from this story would be appropriate.</i></p> <p>Describe, with increasing detail and accuracy: a range of religious beliefs, the life and work of key figures in the history of the People of God <b>selecting appropriate material in order to accurately answer the question</b> <i>For example</i> <ol style="list-style-type: none"> <li>Retell the story of Samuel and link this to the idea that we are called by God. They may be able to link this to the Christian belief that we are called by God today</li> </ol> </p> <ul style="list-style-type: none"> <li>Describe, with increasing detail and accuracy religious signs, symbols and using appropriate religious language summarise some sacramental rites and rituals in detail <b>selecting correctly</b> the appropriate key elements in order to answer specific questions  <i>For example</i> <ol style="list-style-type: none"> <li>make links between the actions of the Liturgy of the Word and the way Catholics live their lives</li> </ol> </li> </ul>
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	<ul style="list-style-type: none"> <li>Talk about symbols but not necessarily understand their meaning</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>They may be able to describe Santons but be unable to link this to the concept of journey</li> </ol>	<p>describe their purpose or meaning in the life of believers.</p> <ol style="list-style-type: none"> <li>When looking at Sacraments, using appropriate subject specific language they would be able to describe these rites.</li> </ol> <p>( Note: Making connections between symbols and actions is now becoming more explicit)</p> <ul style="list-style-type: none"> <li>Talk about symbols and their meaning</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>in Advent pupils might look at Santons. After looking at images of them you might ask why are they figures of ordinary people. Why do you think they are carrying objects to bring to the crib? What might you bring and why?</li> </ol>	<ul style="list-style-type: none"> <li>Talk about symbols and their meaning and be able to link these to other aspects studied</li> </ul> <p>For example</p> <ol style="list-style-type: none"> <li>Link the ideas behind Santons to the concept of Journey and in particular to the story of the Shepherds</li> </ol>
<p><b>AT2</b> (Engage and Respond Learning From)</p> <p><b>Key words</b> <b>In addition to those from year 2</b> <b>Make links</b></p>	<ul style="list-style-type: none"> <li>Pupils will be able to question others but their questions will be more limited and not necessarily be as focused on the topics studied</li> <li>Make simple links to show how feelings and beliefs affect their own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Speak to and question others about questions of meaning and purpose <b>arising out of the topics studied</b>, knowing that some questions have no clear answers. Make some links to show how feelings and beliefs affect their own behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Speak to and question others about things that cause them to wonder, knowing that some questions have no clear answers. (They will be making their own links between knowledge in RE, feelings and behaviour)</li> </ul>
<p><b>AT3</b> Analysis and Evaluation</p>	<p>Express simply their point of view (Answers may be limited to yes or no or I think so without being able to link this to a reason</p>	<ul style="list-style-type: none"> <li>Clearly express their own point of view or perspective. Answers may still lack reasons but they will be more developed</li> <li>They will be able to use a given source in their answers to some questions</li> </ul>	<p>Clearly express their own point of view or perspective with reasons using a source as part of their reasoning.</p> <p>For example:</p> <ol style="list-style-type: none"> <li>When answering the question 'Does God still call people today they may be able to link this to the story of</li> </ol>

			Samuel and their work on the Liturgy of the word
<p><b>Year Four</b>  <b>Key words</b>  <b>In addition to those from year 3</b>            Explain</p>	<ul style="list-style-type: none"> <li>Pupils when retelling are beginning to explain the meaning of religious and biblical stories though they may not be able to link these stories to beliefs today</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>They may be able to describe ways in which Jesus' ancestors lived out their faith but not relate that to life today</li> </ol> <ul style="list-style-type: none"> <li>Describe the life and work of significant saints and founders, making links between their actions and beliefs however they may not interpret their significance to their communities</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>If talking about the life of Sean Devereux they would be able to</li> </ol>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Explain the meaning of religious and biblical stories making links between the stories and beliefs. <b><i>This may involve an element of retelling but the focus of the activity will be on the meaning</i></b> (At this level they will be able to do some of this independently drawing on previous knowledge. compare and contrast biblical and religious stories ,from the perspective of meaning)</li> </ul> <p>For Example:</p> <ol style="list-style-type: none"> <li>The Abraham Story. Aspects of Abraham's story show his trust in God</li> <li>the Pentecost story describes the coming of the Holy Spirit into the lives of the disciples. The story and the symbols used within the story help form our beliefs about the Holy Spirit and the place of God's Spirit within our lives.</li> </ol> <ul style="list-style-type: none"> <li>Describe the life and work of significant saints and founders, making links between their actions and beliefs and interpret their significance to their communities today.</li> </ul> <p>For example:</p>	<p>As the Age related outcomes but in addition</p> <ul style="list-style-type: none"> <li>They will be able to make more than one link.</li> </ul> <p>For Example</p> <ol style="list-style-type: none"> <li>When describing the story of Abraham they will able to explain not only that this story describes his trust in God, but that informs the views of Christians about how they should trust in God, even when life is difficult</li> <li>When explaining the story of the Transfiguration and/or the Presentation they will be able to draw on other scripture sources</li> </ol> <ul style="list-style-type: none"> <li>Describe the life and work of significant saints and founders, making multiple links between their actions and beliefs and scripture to interpret their significance to their communities today</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>If talking about the life of Sean Devereux they would be able to describe his life, talk about his beliefs</li> </ol>

describe his life, talk about some of his beliefs but would not be able to explain the meaning his life holds for people today.

- Describe not only the roles but also the responsibilities of people within the wider religious community. This may be limited either in detail or in the number of specific roles they can describe
- Make a few links between liturgical celebrations and signs and symbols or key beliefs. Explain the purpose of sacramental objects and symbols. Be able to list the major steps of a sacramental rite

For example:

1. They may be able to describe the rite of baptism without a lot of detail and give simple meanings to the major signs and symbols. I.e. Water is a sign of life

1. If talking about the life of Sean Devereux they would be able to describe his life, talk about his beliefs and explain the meaning his life holds for people today

- Describe with increasing detail not only the roles but responsibilities of people within the wider religious community
- Make links between liturgical celebrations, signs and symbols and key beliefs. Explain the purpose of sacramental objects and symbols how these might be used in different sacraments. When describing rites describe the steps involved in religious worship

For example:

1. They will be able to describe the rite of Baptism in detail giving meanings to most of the signs and symbols used. When reflecting on the use of water in baptism they may be able to talk about water in contemporary society as a sign of life, death and power.
2. the use of Chrism in both baptism and confirmation

explain the meaning his life holds for people and make links to the idea of being a prophet linking this to prophets of the past

- Describe with increasing detail not only the roles but responsibilities of people within the wider religious community. The vocabulary used here with reflect technical and subject specific words and be used with increasing confidence
- Make **multiple** links between liturgical celebrations, signs and symbols and key beliefs and scripture. Explain the purpose of sacramental objects and symbols and compare (and contrast if appropriate) how these might be used in different sacraments. When describing rites describe the steps involved in religious worship

For example

1. When reflecting on the use of water in Baptism they may be able to refer this back to the use of water in Old Testament stories, the uses and meaning of water today and the religious meaning it holds

	<ul style="list-style-type: none"> <li>Throughout this year, it is expected that when prompted pupils will make use of a specifically religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Throughout this year, it is expected that pupils are making more use of a specifically religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Throughout this year, it is expected that pupils are making more use of a specifically religious vocabulary and using this accurately</li> </ul>
<b>At 2</b> (Engage and Respond Learning From)	<ul style="list-style-type: none"> <li>Talk about how feelings and beliefs affect their behaviour and that of others but only be able in a limited way to link this to topics studied.</li> <li>Questions about meaning and purpose may be limited</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>Pupils might be able to ask and respond to questions about why Jesus' ancestors believed and acted in the way they did but pupils would not relate this to people today</li> </ol>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others drawing on knowledge from areas studied in RE.</li> <li>Ask relevant questions about meaning and purpose</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>Pupils would be able to ask and respond to questions about why Jesus' ancestors believed and acted in the way they did and relate this an understanding that stories of the past hold meaning for us today</li> </ol>	<p>Make a range of links to show how feelings and beliefs affect their behaviour and that of others.</p> <p>Compare their own and other people's ideas about questions that are difficult to answer including questions about right and wrong.</p> <p>For example:</p> <ol style="list-style-type: none"> <li>Pupils would be able to ask and respond to questions about why Jesus' ancestors believed and acted in the way they did drawing on scripture to show how their beliefs are revealed through their actions and then answering the question do these stories hold meaning today</li> </ol>
<b>AT3</b> <b>Analysis and Interpretation</b>	<ul style="list-style-type: none"> <li>With support, use evidence from a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Correctly use evidence from a given source to support a point of view.</li> <li>If there is a difference in points of view express a preference</li> </ul>	<ul style="list-style-type: none"> <li>Be able to draw on different sources to give evidence for a point of view. (at this stage the sources would already have been studied in class but the pupil will be using them in a logical way to support their view.</li> <li>In expressing a preference be able to give a reason for their choice which is evidenced</li> </ul>

<p><b>Year Five</b></p> <p><b>AT1</b> knowledge and understanding</p> <p><b>Key words</b> In addition to those from year 4</p> <p>Show understanding</p> <p>Explain connections Understand significance Use an accurate and developing vocabulary</p>	<p>1. Use an adult bible and find passages using Bible references. Describe simply the different parts of the Bible and be able to name some different types of writing within the Bible</p> <p><b>For example:</b></p> <p>1. Be able to name the different parts of the Bible</p> <ul style="list-style-type: none"> <li>Show understanding by making links and explaining connections between some religious/biblical stories and beliefs;</li> <li><b>For example:</b> <ol style="list-style-type: none"> <li>Know Catholics do not believe the creation stories are literally true and be able to state at least one meaning</li> </ol> </li> <li>Describe the structure of the local, national and global church. Describe the history of the local church and /or</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Use an adult bible and find passages using Bible references. Describe the different parts of the Bible and explain the structure of the Bible. This will include recognition that there are different types of writing within the Bible.</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>Be able to name the different parts of the Bible and give examples of different types of writing. Know that the type of writing affects our understanding of the story</li> </ol> <ul style="list-style-type: none"> <li>Show understanding by making links and explaining connections between some religious/biblical stories and beliefs; correctly identifying the significant parts of a biblical/religious text. They may still need some support or scaffolding</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>Show an accurate understanding of the meaning of the creation stories by identifying the key parts, relating them to a specific type of literature and explaining what beliefs these stories hold for Catholics today.</li> </ol> <ul style="list-style-type: none"> <li>Describe and show understanding of the structure of the local, national and global church. Describe the history of the local</li> </ul>	<p>As the Age related outcomes but in addition</p> <ul style="list-style-type: none"> <li>Use an adult bible and find passages using Bible references. Describe the different parts of the Bible and explain the structure of the Bible. This will include a recognition that there are different types of writing within the Bible and will lead to understanding of what we mean by truth within the bible.</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>Be able to explain what Catholics mean when they say the Bible is 'the Word of God'.</li> </ol> <ul style="list-style-type: none"> <li>Show understanding <b>by Confidently making multiple links</b> by themselves and explain connections between religious/biblical stories, expressions, beliefs and actions, correctly identifying the significant parts of a biblical/religious text.</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>Show an understanding of what the creation stories mean to Catholics and how artists have interpreted the creation stories and how these help reveal the meaning of the story</li> </ol> <ul style="list-style-type: none"> <li>Show understanding of and compare and contrast different metaphors for the</li> </ul>
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	<p>the national church. Be able to say what it might mean to be part of a community</p> <ul style="list-style-type: none"> <li>Use a developing religious vocabulary to describe sacramental rites. Be able to state a simple purpose for the sacraments. Give at least one way this might affect the life of someone who receives the sacrament</li> </ul> <p>For example</p> <ol style="list-style-type: none"> <li>Describe the rite of marriage in the Catholic Church. Explain the meaning of the exchange of rings. What might this mean to someone who was married in church and how might it affect their behaviour</li> </ol>	<p>church and/or national church. Describe, metaphors for the church as both Body of Christ and Servant. Give with simple reasons the metaphor they prefer. Show understanding of what it means to belong to a Church community</p> <ul style="list-style-type: none"> <li>Use accurately a developing religious vocabulary to describe and show understanding of a range of sacramental rituals, signs and symbols and different kinds and styles of prayer. Explain the role and purpose of sacraments, signs and symbols within the lives of believers making links to show how this might shape their lives.</li> </ul> <p>For example</p> <ol style="list-style-type: none"> <li>Describe the sacrament of marriage. Explain the meaning of the symbolism within the rite and what these might mean to someone who was married in church. Explain how taking part in this sacrament might affect the life of the person. Go through each aspect of the rite</li> </ol>	<p>church. Identify with good reasons the metaphor they prefer.</p> <ul style="list-style-type: none"> <li>Show understanding of what it means to belong to a Church community and how this might impact on the choices you make.</li> <li>Use accurately a developing religious vocabulary to describe and show understanding of a range of sacramental rituals, signs and symbols and different kinds and styles of prayer. Connect prayers and practices to scripture liturgical seasons and feasts. Explain the role and purpose of sacraments, signs and symbols within the lives of believers making links to show how this might shape their lives.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>Show understanding of religious sources in relation to the sacrament of marriage and how these are reflected in the rite. Show understanding of how being married in Church might affect the lives of believers</li> </ol>
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<p><b>AT2</b> Key words <b>In addition to those from year 4</b></p> <p>Understanding Compare</p>	<ul style="list-style-type: none"> <li>With support make links to show how feelings and beliefs affect moral debates and their behaviour and that of others.</li> <li>Compare their own and other people's ideas about some of the topics studied</li> </ul>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect moral debates and their behaviour and that of others and show how their own and others' decisions are informed by beliefs and values.</li> <li>Compare their own and other people's ideas about a range of questions arising from the topics studied.</li> </ul>	<p>Make links to show how feelings and beliefs affect moral debates and their behaviour and that of others and show understanding how their own and others' decisions are informed by beliefs and values. Link to scripture and the teaching of the church where appropriate</p> <ul style="list-style-type: none"> <li>Compare their own and other people's ideas about a range of questions that are difficult to answer arising from the topics studied. They will be able to show understanding by linking beliefs and values to real life situations.</li> </ul>
<p><b>AT3</b> Analysis and Interpretation Key words <b>In addition to those from year 4</b> Select appropriate sources</p>	<ul style="list-style-type: none"> <li>With support select an appropriate source (from a given selection) to explain aspects of the topic being studied</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>Be able to give their own view on the question 'has Advent lost its meaning' when presented with specific pieces of evidence on both sides of the argument</li> </ol>	<ul style="list-style-type: none"> <li>Select the appropriate sources (from a given selection) which are relevant to explaining aspects of the topic being studied. Express their own views giving appropriate reasons for their view</li> </ul> <p><b>For Example:</b></p> <ol style="list-style-type: none"> <li>Be able to discuss the question 'has Advent lost its meaning' by referring to reasons on both sides of the argument.</li> </ol>	<ul style="list-style-type: none"> <li>Select the appropriate sources which are relevant to explaining aspects of the topic being studied. Be able to give reasons for their choice and use the source effectively. Express their own views giving appropriate reasons for their view</li> </ul> <p><b>For example</b></p> <ol style="list-style-type: none"> <li>Discuss the question 'are the words of John the Baptist relevant to the way we celebrate Advent today?'</li> </ol>
<p><b>Year Six</b></p> <p><b>Skills</b> <b>In addition to those from year 5</b> Show understanding of relevance Distinguish</p>	<ul style="list-style-type: none"> <li>Make links between catholic belief and biblical stories. (this may be supported or scaffolded)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Show an understanding of the relevance of a religious or Biblical text to another area of study. Make links between Catholic belief and biblical stories. When retelling and using a Biblical or religious story to explain a specific point identify the most significant parts of the text and use this correctly.</li> </ul>	<p>As the age related outcomes but in addition</p> <ul style="list-style-type: none"> <li>Show an understanding of the relevance of a religious or Biblical text to another area of study. Make links and show understanding of the connection between Catholic belief and biblical stories (<i>For example the nativity stories and belief in incarnation</i>). When retelling and using a Biblical or religious story identify the most</li> </ul>

<p>Use a secure technical Vocabulary</p>	<p>For example:</p> <ol style="list-style-type: none"> <li>1. make links between the stories of Mary, Joseph and Elizabeth and our beliefs about preparing in Advent</li> </ol> <ul style="list-style-type: none"> <li>• With support make links between church teaching and the way believers live their lives. Identify at least one of the distinctive marks of the catholic Church</li> <li>• Give a very simple explanation of the phrase Sacramental imagination .Show understanding of the meaning of at least one Sacrament.</li> </ul>	<p>For example:</p> <ol style="list-style-type: none"> <li>1. describe and show understanding of different Biblical texts, texts used in mass during Advent and explain how they inform the Christian understanding of preparing in Advent (This presumes you have studied specific texts)</li> </ol> <ul style="list-style-type: none"> <li>• Make links/show an understanding of the connection between church teaching, belief and the way believers live their lives. Identify the distinctive marks of the Catholic Church</li> <li>• Show understanding of the meaning of the term Sacramental imagination. Show understanding of the meaning and purpose of Sacraments and the way these are lived out in the lives of believers.</li> </ul> <p>For example</p> <ol style="list-style-type: none"> <li>1. If looking at Baptism they would be able to show an understanding of how this reflects Catholic belief that we are called to be missionary and to live out our</li> </ol>	<p>significant parts of the text. Independently use Biblical stories to justify conclusions and help answer questions of meaning and purpose. (<i>This may involve a free selection of sources without any scaffolding</i>)</p> <p>For example:</p> <ol style="list-style-type: none"> <li>1. identify describe and show understanding of different Biblical texts, texts used in mass during Advent and explain how they inform the Christian understanding of preparing in Advent both to celebrate the presence of Christ in our world and the second coming</li> </ol> <ul style="list-style-type: none"> <li>• Show an understanding of the connection between church teaching, belief and the way believers live their lives. Identify and show understanding of the distinctive marks of the Catholic Church.</li> <li>• Show understanding of the meaning of the term Sacramental imagination and be able to give examples of what this might mean Show understanding of the meaning and purpose of Sacraments, the way these are lived out in the lives of believers and current debates relating to the celebration of Sacraments.</li> </ul>
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	<ul style="list-style-type: none"> <li>Explain how at least one piece of scripture that relates to a sacrament. Describe how at least one piece of art relates to a sacrament</li> </ul>	<p style="color: red;">Baptism (rather than regarding it as a one off event) that Baptism within the church is about beginning our journey etc.)</p> <ul style="list-style-type: none"> <li>Be able to relate sacraments to scripture. Show understanding, <i>with scaffolding</i>, of how specific pictures can reveal the meaning of sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to relate sacraments to scripture. Show understanding of how specific pictures can reveal the meaning of sacraments. (to be working at greater depth they should be able to select their own art)</li> </ul>
<p><b>AT2</b></p>	<ul style="list-style-type: none"> <li>With support compare and contrast their own and other people's responses to questions of meaning and purpose</li> </ul> <p style="color: red;">For example:</p> <ol style="list-style-type: none"> <li>Give two examples of work Pope Francis has done to help others. Do you think he is acting in the way Jesus would have wanted?</li> </ol>	<ol style="list-style-type: none"> <li>Compare and contrast their own and other people's responses to the areas studied in relation to questions of meaning and purpose.</li> </ol> <p style="color: red;">For example:</p> <ol style="list-style-type: none"> <li>How do Pope Francis and Bishop Declan reveal Jesus to others</li> </ol> <ul style="list-style-type: none"> <li>Engage in some discussion about questions of life, moral and philosophical debate in light of religious teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast their own and other people's responses to the areas studied in relation to questions of meaning and purpose using a wide range of sources to support their view.</li> </ul> <p style="color: red;">For example:</p> <ol style="list-style-type: none"> <li>what should be important in our lives if we are to respond to God's call</li> </ol> <ul style="list-style-type: none"> <li>Engage confidently in discussion about questions of life, moral and philosophical debate in light of religious teaching. Show an understanding of how these views are influenced by beliefs and practices</li> </ul>

AT3			
	<ul style="list-style-type: none"> <li>With support use Bible stories to help answer questions of meaning and purpose. Give their own views referring back to specific pieces of scripture</li> </ul> <p>For example</p> <ol style="list-style-type: none"> <li>Discuss the question 'Christians should not lie'</li> </ol> <ul style="list-style-type: none"> <li>With support use sources appropriately to justify points of view and to explain aspects of study. With scaffolding show that judgements are supported by evidence</li> </ul>	<ul style="list-style-type: none"> <li>Independently use Biblical stories to justify conclusions and help answer questions of meaning and purpose. Articulate their own views selecting appropriate reasons. Draw on knowledge from other areas of RE to evidence their responses perhaps for example referring to the influence of a religious figure like Pope Francis on their or others actions.</li> </ul> <p>For Example:</p> <ol style="list-style-type: none"> <li>Discuss the question 'Are the commandments still relevant today?'</li> </ol> <ul style="list-style-type: none"> <li>Use sources appropriately to justify points of view and to explain aspects of study Judgements are supported by evidence</li> </ul>	<ul style="list-style-type: none"> <li>Independently use Biblical stories to justify conclusions and help answer questions of meaning and purpose. Articulate their own views selecting appropriate reasons. Draw on knowledge from other areas of RE to evidence their responses perhaps for example referring to the influence of a religious figure like Pope Francis on their or others actions. Arrive logically at Judgements which are evidenced based.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>Discuss the question 'Love is more important than law' To answer this they would need to draw on their understanding of the commandments, scripture passages relating to Jesus and the commandments and possibly the teaching of Pope Francis.</li> </ol> <ul style="list-style-type: none"> <li>Use multiple sources appropriately to justify points of view and to explain aspects of study. Judgements are well supported by a range of evidence</li> </ul>

