# **Standards for Primary Religious Education**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Skill areas | 3-5 | 5-7 | 7-9 | 9-11 |
| AT1: Knowledge and Understanding  ('learning about') | Developing  Knowledge and Understanding | **KU 1** Listen to and talk about religious stories and respond to what they hear with relevant comments.  **KU 2** Sing songs, make music and dance to express religious stories.  **KU 3** Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.  **KU 4** Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.  **KU 5** Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.  **KU 6** Read and understand simple sentences from scripture or from their own religious stories  **KU 7** Share religious stories they have heard and read with others.  **KU 8** 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.  **KU 9** Write simple sentences about religious stories using phrases or words which can be read by themselves and others.  **KU 10** Listen, talk about and role play how people act in a particular way because of their beliefs.  **KU 11** Listen and talk about key figures in the history of the People of God.  **KU 12** Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.  **KU 13** Listen, talk about and role play how people behave in the local, national and universal church community.  **KU 14** 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. | **KU 1** Recognise religious stories  **KU 2** Retell, in any form, a narrative that corresponds to the scripture source used  **KU 3** Recognise religious beliefs  **KU 4** Describe some religious beliefs  **KU 5** Recognise that people act in a particular way because of their beliefs  **KU 6** Describe some of the actions and choices of believers that arise because of their belief  **KU 7** Recognise key figures in the history of the People of God  **KU 8** Describe the life and work of some key figures in the history of the People of God  **KU 9** Recognise key people in the local, national and universal Church  **KU 10** Describe different roles of some people in the local, national and universal Church  **KU 11** Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.  **KU 12** Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. | **KU 1** Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.  **KU 2** Describe, with increasing detail and accuracy:  ***KU 2 a)*** a range of religious beliefs  ***KU 2 b)*** those actions of believers which arise as a consequence of their beliefs  ***KU 2 c)*** the life and work of key figures in the history of the People of God  ***KU 2 d)*** different roles of people in the local, national and universal Church  ***KU 2 e)*** religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments | **KU 1** Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.  **KU 2** Show knowledge and understanding of:  ***KU 2 a)*** a range of religious beliefs  ***KU 2 b)*** those actions of believers which arise as a consequence of their beliefs  ***KU 2 c)*** the life and work of key figures in the history of the People of God  ***KU 2 d)*** what it means to belong to a church community  **KU 2 e)** religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments |
| Making Links and Connections |  |  | **KU 3** Make links between:  ***KU 3 a)*** beliefs and sources, giving reasons for beliefs  ***KU 3 b)*** beliefs and worship, giving reasons for actions and symbols  ***KU 3 c)*** beliefs and life, giving reasons for actions and choices | **KU 3** Show understanding of, by making links between:  ***KU 3 a)*** beliefs and sources  ***KU 3 b)*** beliefs and worship  ***KU 3 c)*** beliefs and life |
| Historical Development |  |  |  |  |
| Religious and Specialist Vocabulary | **KU 15** Decode key religious words appropriate to their age and stage of development.  **KU 16** Use key religious words appropriate to their age and stage of development. | **KU 13** Use religious words and phrases | **KU 4** Use a range of religious vocabulary | **KU 4** Use religious vocabulary widely, accurately and appropriately |
| AT2: Engagement and Response ('learning from') | Meaning and Purpose | **ER 1** Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events. | **ER 1** Say what they wonder about  **ER 2** Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer | **ER 1** 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 | **ER 1** 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 | **ER 2** Show sensitivity to others’ needs and feelings.  **ER 3** Talk about how they and others show feelings.  **ER 4** Confidently speak in a familiar group and talk about their ideas.  **ER 5** Express themselves effectively, showing awareness of listeners’ needs.  **ER 6** Give their attention to what others say and respond appropriately.  **ER 7** Talk about their own and others’ behaviour and its consequences.  **ER 8** Talk about past and present events in their own lives and in the lives of family members.  **ER 9** Know that other children don’t always enjoy and share the same feelings and are sensitive to this. | **ER 3** Talk about their own feelings, experiences and the things that matter to them  **ER 4** Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them | **ER 2** Make links to show how feelings and beliefs affect their behaviour and that of others | **ER 2** Show understanding of how own and other’s decisions are informed by beliefs and moral values |
| AT3: Analysis and Evaluation | Use of Sources as Evidence |  |  | **AE 1** Use a given source to support a point of view | **AE 1** Use sources to support a point of view |
| Construct Arguments |  |  | **AE 2** Express a point of view | **AE 2** Express a point of view and give reasons for it |
| Make Judgements |  |  | **AE 3** Express a preference | **AE 3** Arrive at judgements |
| Recognise Diversity |  |  |  | **AE 4** Recognise difference, comparing and contrasting different points of view. |
| Analyse and Deconstruct |  |  |  |  |

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| Making Links and Connections |  |  | * Make links between: * 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 | * Show understanding of, by making links between:   + beliefs and sources   + beliefs and worship   + beliefs and life |
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