# **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') | DevelopingKnowledge 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 |  |  |  |  |

# **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') | DevelopingKnowledge and Understanding | * 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.
* 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.
* Listen and talk about key figures in the history of the People of God.
* 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.
 | * Recognise religious stories
* Retell, in any form, a narrative that corresponds to the scripture source used
* Recognise religious beliefs
* Describe some 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.
 | * 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:
	+ 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
 | * Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
* Show knowledge and understanding of:
	+ 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 |  |  | * 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
 |
| Historical Development |  |  |  |  |
| Religious and Specialist Vocabulary | * Decode key religious words appropriate to their age and stage of development.
* Use key religious words appropriate to their age and stage of development.
 | * Use religious words and phrases
 | * Use a range of religious vocabulary
 | * Use religious vocabulary widely, accurately and appropriately
 |
| AT2: Engagement and Response ('learning from') | Meaning and Purpose | * Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events.
 | * Say what they wonder about
* Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer
 | * 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
 | * 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 | * 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.
 | * 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
 | * Make links to show how feelings and beliefs affect their behaviour and that of others
 | * 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 |  |  | * Use a given source to support a point of view
 | * Use sources to support a point of view
 |
| Construct Arguments |  |  | * Express a point of view
 | * Express a point of view and give reasons for it
 |
| Make Judgements |  |  | * Express a preference
 | * Arrive at judgements
 |
| Recognise Diversity |  |  |  | * Recognise difference, comparing and contrasting different points of view.
 |
| Analyse and Deconstruct |  |  |  |  |