

Standards for Primary Religious Education

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

		3-5
Knowledge and Understanding ('learning about')	Developing Knowledge & 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. Write simple sentences about religious stories using phrases or words which can be read by themselves and others. 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 similarities and differences in relation to places they have read or heard about family, church communities and scripture stories. Listen, talk about and role play how people behave in the local, national and global church community. Listen and talk about key figures in the history of the People of God. Listen and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play.
	Making Links & 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 & Response ('learning from')	Meaning & Purpose	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
	Beliefs & 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 & Deconstruct	

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

		5-7
Knowledge and Understanding (‘learning about’)	Developing Knowledge & 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 global Church • Describe different roles of some people in the local, national and global Church • Recognise religious signs and symbols used in worship • Describe some religious symbols and the steps involved in religious actions and worship
	Making Links & Connections	
	Historical Development	
	Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious words and phrases
Engagement & Response (‘learning from’)	Meaning & 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
	Beliefs & 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
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse & Deconstruct	

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

		7-9
Knowledge and Understanding ('learning about')	Developing Knowledge & Understanding	<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 - the life and work of key figures in the history of the People of God - different roles of people in the local, national and global Church - religious symbols and the steps involved in religious actions and worship - those actions of believers which arise as a consequence of their beliefs
	Making Links & Connections	<ul style="list-style-type: none"> • Make links between: <ul style="list-style-type: none"> - beliefs & sources, giving reasons for beliefs - beliefs & worship, giving reasons for actions and symbols - beliefs & life, giving reasons for actions and choices
	Historical Development	
	Specialist Vocabulary	<ul style="list-style-type: none"> • Use a wider range of religious vocabulary
Engagement & Response ('learning from')	Meaning & Purpose	<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
	Beliefs & Values	<ul style="list-style-type: none"> • Make links to show how feelings and beliefs affect their behaviour and that of others
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use a given source to support a point of view
	Construct Arguments	<ul style="list-style-type: none"> • Express a point of view
	Make Judgements	<ul style="list-style-type: none"> • Express a preference
	Recognise Diversity	
	Analyse & Deconstruct	

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

		9-11
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<ul style="list-style-type: none"> Describe complex scripture passages in a way that shows understanding of the scripture source used. Show a knowledge and understanding of: <ul style="list-style-type: none"> a range of religious 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 those actions of believers which arise as a consequence of their beliefs
	Making Links & Connections	<ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs & sources beliefs & worship beliefs & life
	Historical Development	
	Specialist Vocabulary	<ul style="list-style-type: none"> Use a developing religious vocabulary widely, accurately and appropriately
Engagement & Response (‘learning from’)	Meaning & 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 & Values	<ul style="list-style-type: none"> Show an 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 sources to support a point of view
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view and give reasons for it
	Make Judgements	<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 & Deconstruct	

Standards for Secondary Religious Education

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

		11-14
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<ul style="list-style-type: none"> • Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used. • 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 • Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions
	Making Links & 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
	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
	Technical Vocabulary	<ul style="list-style-type: none"> • Use a range of contextually accurate and appropriate specialist vocabulary
Engagement & Response (‘learning from’)	Meaning & 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
	Beliefs & 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
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
	Construct Arguments	<ul style="list-style-type: none"> • Present an argument for a particular point of view, showing an awareness of different views
	Make Judgements	<ul style="list-style-type: none"> • Arrive at judgements that are supported by evidence
	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
	Analyse & Deconstruct	<ul style="list-style-type: none"> • Accurately outline the nature of different debates within Theology, Philosophy and Ethics

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

		14-16
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<ul style="list-style-type: none"> • Interpret the meaning and significance of a wide variety 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 • Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions
	Making Links & Connections	<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
	Historical Development	<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
	Technical Vocabulary	<ul style="list-style-type: none"> • Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary
Engagement & Response (‘learning from’)	Meaning & Purpose	<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
	Beliefs & Values	<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
Analysis and Evaluation	Use of Sources as Evidence	<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
	Construct Arguments	<ul style="list-style-type: none"> • Construct a sustained argument, based on critical analysis of different views
	Make Judgements	<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
	Recognise Diversity	<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
	Analyse & Deconstruct	<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 • Dealing with apparent contradictions....?

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

		16-19
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<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
	Making Links & Connections	<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"> • 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
	Technical 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 & Response (‘learning from’)	Meaning & Purpose	<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 & Values	<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"> • 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"> • Perceptively discuss different views, leading to developed arguments that are coherent, relevant and logically structured
	Make Judgements	<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"> • 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 & Deconstruct	<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