

# Standards for Primary Religious Education

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

|  | Skill areas                            | 5-7   | 7-9   | 9-11  |
|--|--|---|---|---|
| AT1: Knowledge and Understanding<br>(learning about) | Developing Knowledge and Understanding | <ul style="list-style-type: none"> <li>Recognise religious stories</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>Recognise religious beliefs</li> <li>Describe some religious beliefs</li> <li>Recognise that people act in a particular way because of their beliefs</li> <li>Describe some of the actions and choices of believers that arise because of their belief</li> <li>Recognise key figures in the history of the People of God</li> <li>Describe the life and work of some key figures in the history of the People of God</li> <li>Recognise key people in the local, national and universal Church</li> <li>Describe different roles of some people in the local, national and universal Church</li> <li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul> | <ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul> |
|  | Making Links and Connections           |   | <ul style="list-style-type: none"> <li>Make links between:                             <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Show understanding of, by making links between:                             <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> <li>beliefs and life</li> </ul> </li> </ul>   |
|  | Historical Development                 |   |   |   |
|  | Religious and Specialist Vocabulary    | <ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>   | <ul style="list-style-type: none"> <li>Use a range of religious vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and appropriately</li> </ul>   |
| AT2: Engagement and Response<br>(learning from)      | Meaning and Purpose                    | <ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>   | <ul style="list-style-type: none"> <li>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</li> </ul>   | <ul style="list-style-type: none"> <li>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</li> </ul>   |
|  | Beliefs and Values                     | <ul style="list-style-type: none"> <li>Talk about their own feelings, experiences and the things that matter to them</li> <li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>  | <ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>   | <ul style="list-style-type: none"> <li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>  |
| AT3: Analysis and Evaluation                         | Use of Sources as Evidence             |   | <ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> </ul>   | <ul style="list-style-type: none"> <li>Use sources to support a point of view</li> </ul>  |
|  | Construct Arguments                    |   | <ul style="list-style-type: none"> <li>Express a point of view</li> </ul>   | <ul style="list-style-type: none"> <li>Express a point of view and give reasons for it</li> </ul>   |
|  | Make Judgements                        |   | <ul style="list-style-type: none"> <li>Express a preference</li> </ul>  | <ul style="list-style-type: none"> <li>Arrive at judgements</li> </ul>  |
|  | Recognise Diversity                    |   |   | <ul style="list-style-type: none"> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>   |
|  | Analyse and Deconstruct                |   |   |   |