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| **INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION** |
| **October 2018** |
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With grateful thanks to Sarah Feist, Diocese of Arundel and Brighton

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|  |  | KNOWLEDGE & UNDERSTANDING  (Learning about) | | | | ENGAGEMENT &  RESPONSE (Learning from) | |
| **EYFS** | Age 4-5 | Developing knowledge and understanding | Making Links and connections | Historical Dev | Specialist  Vocabulary | Meaning and Purpose | Beliefs & Values |
| Working Towards Age Related | **BEGINNING TO RECOGNISE**  **Begin to listen to and begin to talk about** | 40 – 60 months EYFS statements linked to Come & See Topics but taken from the RE Curriculum Directory 2012.  Revelation – The Church – Celebration – Life in Christ | | | | * Begin to answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events. * Begin to say what they wonder about. * Begin to ask wondering questions about all areas of study and recognise that some questions are difficult to answer. | |
| Age Related  = | **RECOGNISE**  **and TALK ABOUT** | * 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. * Begin to read and understand simple sentences from scripture or from their own religious stories. * Share religious stories they have heard and read with others. * Begin to 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 in relation to places they have read or heard about family, church communities and religious stories. * Begin to 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, begin to decode and talk about key religious words appropriate to their age and stage of development. | | | | * Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events. * 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. * Begin to say what they wonder about * Begin to ask wondering questions about all areas of study. * Begin to talk about their own feelings, experiences and the things that matter to them. * Begin to ask and respond to questions about their own and others’ feelings, experiences and things that matter to them. | |
| Working Above  Age Related  + | **RECOGNISE and begin to RETELL** | * Recognise religious stories. * Begin to retell, in any form, a narrative that corresponds to the scripture source used. * Begin to recognise religious beliefs. * Recognise that people act in a particular way because of their beliefs. * Recognise key people in the local, national and universal Church. * Begin to recognise key figures in the history of the people of God. * Recognise and begin to use key religious words and phrases. | | | | * Say what they wonder about. * Ask wondering questions about Religious stories and Scripture sources. * Begin to recognise that some questions are difficult to answer. * Talk about their own feelings, experiences and the things that matter to them. | |
|  |  | KNOWLEDGE & UNDERSTANDING  (Learning About) | | | | ENGAGEMENT &  RESPONSE (learning from) | |
| **Yr 1** | Age 5-6 | Developing knowledge and understanding | Making Links and connections | Historical Dev | Specialist  Vocabulary | Meaning and Purpose | Beliefs & Values |
| Working Towards Age Related | **RECOGNISE and begin to RETELL** | * **Recognise** religious stories. * **Begin to retell**, in any form, a narrative that corresponds to the scripture source used. * **Begin to recognise** religious beliefs. * **Recognise** that people act in a particular way because of their beliefs. * **Recognise** key people in the local, national and universal Church. * **Begin to recognise** key figures in the history of the people of God. * **Recognise** and begin to use key religious words and phrases. | | | | * Say what they wonder about. * Ask wondering questions about Religious stories and Scripture sources. * Begin to recognise that some questions are difficult to answer. * Talk about their own feelings, experiences and the things that matter to them. | |
| Age Related  = | **RETELL with some accuracy** | * **Retell** a religious story in any form, identifying people, place and begin to sequence. * **Retell**, in any form, a narrative that corresponds to the scripture source used. * **Retell** what they know about people in the local, national and universal church. * **Retell** what they know about key figures in the history of the people of God. * **Retell**, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. * Use some given religious words and phrases, in context. | | | | * Say what they wonder about. * Ask wondering questions about all areas of study. * Recognise that some questions are difficult to answer. * Talk about their own feelings, experiences and the things that matter to them. * Ask questions about their own and others’ feelings, experiences and things that matter to them. | |
| Working Above  Age related  + | **Begin to / DESCRIBE** | * **Begin to describe** how people act in a particular way because of their beliefs. * **Begin to describe** some of the actions and choices of believers that arise because of their beliefs. * **Begin to describe** the life and work of some key figures in the history of the People of God. * **Begin to describe** different roles of some people in the local, national and universal Church. * **Begin to describe** some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism. * **Begin to describe** key characters and events (in correct sequence), in stories from scripture that have been simplified. * Use religious words and phrases, in context, with some accuracy. | | | | * Say what they wonder about. * Ask wondering questions about all areas of study. * Recognise that some questions are difficult to answer. * Talk about their own feelings, experiences and the things that matter to them. * Ask questions about their own and others’ feelings, experiences and things that matter to them. | |

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|  | |  | | KNOWLEDGE & UNDERSTANDING  (Learning About) | | | | | | | | | | | | | | | | | | | | ENGAGEMENT &  RESPONSE (learning from) | | | | | | | ANALYSIS & EVALUATION | | | | | | | | | | | | | | | | |  |
| **Yr 2** | | Age 6-7 | | **Developing knowledge & Understanding** | | | | **Making Links and Connections** | | | | | **Historical Development** | | | | | | **Specialist**  **Vocabulary** | | | | | **Meaning and Purpose** | | **Beliefs & Values** | | | | | **Use of sources as evidence** | | | | | **Construct arguments** | | | | **Make judgements** | | | **Recognise diversity** | | | **Analyse and deconstruct** | |  |
| Working Towards Age Related | | **RETELL with some accuracy** | | * **Retell** a religious story in any form, identifying people, place and begin to sequence. * **Retell**, in any form, a narrative that corresponds to the scripture source used. * **Retell** what they know about people in the local, national and universal church. * **Retell** what they know about key figures in the history of the people of God. * **Retell**, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. * Use some given religious words and phrases, in context. | | | | | | | | | | | | | | | | | | | | * Say what they wonder about. * Ask wondering questions about all areas of study. * Recognise that some questions are difficult to answer. * Talk about their own feelings, experiences and the things that matter to them. * Ask questions about their own and others’ feelings, experiences and things that matter to them. | | | | | | |  | | | | | | | | | | | | | | | | |  |
| Age Related  = | | **DESCRIBE with some accuracy** | | * **Describe**, with some accuracy, how people act in a particular way because of their beliefs. * **Describe**, with some accuracy, some of the actions and choices of believers that arise because of their beliefs. * **Describe**, with some accuracy, the life and work of some key figures in the history of the People of God. * **Describe**, with some accuracy, different roles of some people in the local, national and universal Church. * **Describe**, with some accuracy, some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism. * **Describe**, with some accuracy, key characters and events (in correct sequence), in stories from scripture that have been simplified. * Use religious words and phrases, in context, with some accuracy. | | | | | | | | | | | | | | | | | | | | * Say what they wonder about. * Ask wondering questions about all areas of study. * Recognise that some questions are difficult to answer. * 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. | | | | | | |  | | | | | | | | | | | | | | | | |  |
| Working Above  Age related  + | | **DESCRIBE**  **and begin to GIVE REASONS** | | * **Describe** key characters and places in a religious story **beginning to give reasons** for their actions. * **Describe** the life and work of some key figures in the history of the People of God **beginning to give reasons** for their actions. * **Describe** different roles of some people in the local, national and universal Church **beginning to give reasons** for their actions. * **Describe** some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism, **beginning to give reasons** for these. * Use religious words and phrases, in context, with accuracy. | | | | | | | | | | | | | | | | | | | | * Say what they wonder about. * Ask wondering questions about all areas of study. * Recognise that some questions are difficult to answer. * 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. | | | | | | | * Begin to express a point of view or a preference. | | | | | | | | | | | | | | | | |  |
|  | |  | | | KNOWLEDGE & UNDERSTANDING  (Learning About) | | | | | | | | | | | | | | | | | | ENGAGEMENT &  RESPONSE (learning from) | | | | | | | | | ANALYSIS AND EVALUATION | | | | | | | | | | | | | | | |  |
| **Yr 3** | | Age 7-8 | | | **Developing knowledge and understanding** | | | | **Making Links and connections** | | | | | **Historical Dev** | | | | **Specialist**  **Vocabulary** | | | | | **Meaning and Purpose** | | **Beliefs & Values** | | | | | | | **Use of sources as evidence** | | | **Construct arguments** | | | | **Make judgements** | | | **Recognise diversity** | | | **Analyse and deconstruct** | | |  |
| Working Towards Age Related | | **DESCRIBE**  **and begin to GIVE REASONS** | | | * **Retell and describe** a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. * **Describe** key characters and places in a religious story **beginning to give reasons** for their actions. * **Describe** the life and work of some key figures in the history of the People of God **beginning to give reasons** for their actions. * **Describe** different roles of some people in the local, national and universal Church **beginning to give reasons** for their actions. * **Describe** some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism and **begin to give reasons** for these. * Use religious words and phrases, in context, with accuracy. | | | | | | | | | | | | | | | | | | * Say what they wonder about. * Ask wondering questions about all areas of study. * Recognise that some questions are difficult to answer. * 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. | | | | | | | | | * Begin to express a point of view or a preference. | | | | | | | | | | | | | | | |  |
| Age Related  = | | **DESCRIBE and**  **GIVE REASONS** | | | * **Describe** a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. * **Describe with some detail and accuracy**   + a range of religious beliefs and **give reasons** for these   + the life and work of key figures in the history of the people of God **giving reasons** for their actions.   + the different roles of people in the local, national and universal Church **giving reasons** for their actions.   + religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and **give reasons** for these.   + those actions of believers which arise as a consequence of their beliefs, **giving reasons** for these. * Use a wider range of religious vocabulary with some accuracy | | | | | | | | | | | | | | | | | | * 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. | | | | | | | | | * Begin to express a point of view or a preference. * Begin to use sources provided (artefacts, religious books, symbols) as evidence. | | | | | | | | | | | | | | | |  |
| Working above  Age related  + | | **MAKE LINKS & CONNECTIONS** | | | * **Make links** between   + Beliefs & sources, **giving reasons** for beliefs   + Beliefs & worship, **giving reasons** for actions and symbols   + Beliefs & life, **giving reasons** for actions and choices | | | | | | | | | | | | | | | | | | * Make links to show how feelings and beliefs affect their behaviour and that of others. | | | | | | | | | * Express a point of view or preference * Begin to make links to sources to support a point of view. | | | | | | | | | | | | | | | |  |
|  |  | | | | | KNOWLEDGE & UNDERSTANDING  (Learning About) | | | | | | | | | | | | | | | | | | ENGAGEMENT &  RESPONSE (learning from) | | | | | | ANALYSIS AND EVALUATION | | | | | | | | | | | | | | | | |  |  |
| **Yr 4** | Age 8-9 | | | | | **Developing knowledge and understanding** | | | | **Making Links and connections** | | | | | **Historical Dev** | | | | | **Specialist**  **Vocabulary** | | | | **Meaning and Purpose** | | | **Beliefs & Values** | | | **Use of sources as evidence** | | | | **Construct arguments** | | | | **Make judgements** | | | **Recognise diversity** | | | **Analyse and deconstruct** | | |  |  |
| Working towards Age Related | **DESCRIBE and GIVE REASONS** | | | | | * **Describe** a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. * **Describe with some detail and accuracy:**   + a range of religious beliefs and **give reasons** for these   + the life and work of key figures in the history of the people of God **giving reasons** for their actions.   + the different roles of people in the local, national and universal Church **giving reasons** for their actions.   + religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and **give reasons** for these.   + those actions of believers which arise as a consequence of their beliefs, **giving reasons** for these. * Use a range of religious vocabulary with some accuracy | | | | | | | | | | | | | | | | | | * 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. | | | | | | * Begin to express a point of view or a preference. * Begin to use sources provided (artefacts, religious books, symbols) as evidence. | | | | | | | | | | | | | | | | |  |  |
| Age Related  = | **DESCRIBE and**  **MAKE LINKS & CONNECTIONS** | | | | | * **Describe, with increasing detail,** a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. * **Describe with increasing detail and accuracy:**   + a range of religious beliefs and where possible **make links and connections.**   + the life and work of key figures in the history of the people of God **making links and connections** between them where possible.   + the different roles of people in the local, national and universal Church, their actions and **making links and connections** between them where possible.   + religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and **making links and connections** between them where possible.   + those actions of believers which arise as a consequence of their beliefs, **making links and connections** between them where possible. * **Make links** between:   + beliefs & sources, giving reasons for beliefs * beliefs & worship, giving reasons for actions and symbols * beliefs & life, giving reasons for actions and choices * Use a range of religious vocabulary with accuracy | | | | | | | | | | | | | | | | | | * 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 * Make links to show how feelings and beliefs affect their behaviour and that of others | | | | | | * Use a given source to support a point of view * Express a point of view * Express a preference | | | | | | | | | | | | | | | | |  |  |
| Working Above  Age related  + | **SHOW KNOWLEDGE and UNDERSTANDING** | | | | | * **Show knowledge and understanding of** a range of scripture passages that   are accurate in their sequence and that correspond to the scripture sources used.   * **Show knowledge and understanding of**, by making links between:   + beliefs & sources   + beliefs & worship   + beliefs & life * Use a range of religious vocabulary more widely and accurately | | | | | | | | | | | | | | | | | | * 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 | | | | | | * Use more than one source to support a point of view. * Express a point of view and begin to give reasons for it. * Begin to arrive at judgements. * Begin to recognise difference, comparing and contrasting different points of view. | | | | | | | | | | | | | | | | |  |  |
|  |  | | | | | KNOWLEDGE & UNDERSTANDING  (Learning About) | | | | | | | | | | | | | | | | | | ENGAGEMENT &  RESPONSE (learning from) | | | | | | ANALYSIS AND EVALUATION | | | | | | | | | | | | | | | | |  |  |
| **Yr 5** | Age 9-10 | | | | | **Developing knowledge and understanding** | | | | | | **Making Links and connections** | | | | | **Historical Dev** | | | | **Specialist**  **Vocabulary** | | | **Meaning and Purpose** | | | | | **Beliefs & Values** | **Use of sources as evidence** | | | **Construct arguments** | | | | **Make judgements** | | | | **Recognise diversity** | | | **Analyse and deconstruct** | | |  |  |
| Working Towards Age Related | **DESCRIBE and**  **MAKE LINKS & CONNECTIONS** | | | | | * **Describe, with increasing detail,** a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. * **Describe with increasing detail and accuracy:**   + a range of religious beliefs and where possible **make links and connections.**   + the life and work of key figures in the history of the people of God **making links and connections** between them where possible.   + the different roles of people in the local, national and universal Church, their actions and **making links and connections** between them where possible.   + religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and **making links and connections** between them where possible.   + those actions of believers which arise as a consequence of their beliefs, **making links and connections** between them where possible. * **Make links** between:   + beliefs & sources, giving reasons for beliefs * beliefs & worship, giving reasons for actions and symbols * beliefs & life, giving reasons for actions and choices * Use a range of religious vocabulary with accuracy | | | | | | | | | | | | | | | | | | * 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 * Make links to show how feelings and beliefs affect their behaviour and that of others | | | | | | * Use a given source to support a point of view * Express a point of view * Express a preference | | | | | | | | | | | | | | | | |  |  |
| Age Related  = | **SHOW KNOWLEDGE and UNDERSTANDING** | | | | | * **Show knowledge and understanding of** a range of scripture passages that   are accurate in their sequence and that correspond to the scripture sources used.   * **Show knowledge and understanding of,** by making links between: * beliefs & sources; beliefs & worship; beliefs & life * Use a range of religious vocabulary more widely and accurately | | | | | | | | | | | | | | | | | | * 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 | | | | | | * Use more than one source to support a point of view. * Express a point of view and begin to give reasons for it. * Begin to arrive at judgements. * Begin to recognise difference, comparing and contrasting different points of view. | | | | | | | | | | | | | | | | |  |  |
| Working Above  Age related  + | **SHOW KNOWLEDGE and UNDERSTANDING** | | | | | * **Show knowledge and understanding of:** * a range of religious beliefs * a range of scripture * 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 * **Show knowledge and understanding**, providing detail and links between:   + beliefs & sources; beliefs & worship; beliefs & life * Use a range of religious vocabulary widely, accurately and appropriately | | | | | | | | | | | | | | | | | | * 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 * Show an understanding of how own and other’s decisions are informed by beliefs and moral values | | | | | | * Use sources to support a point of view * Express a point of view and give reasons for it * Arrive at judgements * Recognise difference, comparing and contrasting different points of view. | | | | | | | | | | | | | | | | |  |  |
|  | | |  | | | | KNOWLEDGE & UNDERSTANDING  (Learning About) | | | | | | | | | | | | | | | | | ENGAGEMENT &  RESPONSE (learning from) | | | | | | ANALYSIS AND EVALUATION | | | | | | | | | | | | | | | | |  |  |
| **Yr 6** | | | Age 10-11 | | | | **Developing knowledge and understanding** | | | | **Making Links and connections** | | | | | **Historical Dev** | | | | | | **Specialist**  **Vocabulary** | | **Meaning and Purpose** | | | | **Beliefs & Values** | | **Use of sources as evidence** | | | **Construct arguments** | | | | **Make judgements** | | | | **Recognise diversity** | | | **Analyse and deconstruct** | | |  |  |
| Working Towards Age Related | | | **SHOW KNOWLEDGE and**  **UNDERSTANDING** | | | | * **Show knowledge and understanding of** a range of scripture passages that   are accurate in their sequence and that correspond to the scripture sources used.   * **Show knowledge and understanding of,** by making links between: * beliefs & sources; beliefs & worship; beliefs & life * Use a range of religious vocabulary more widely and accurately | | | | | | | | | | | | | | | | | * 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 | | | | | | * Use more than one source to support a point of view. * Express a point of view and begin to give reasons for it. * Begin to arrive at judgements. * Begin to recognise difference, comparing and contrasting different points of view. | | | | | | | | | | | | | | | | |  |  |
| Age Related  = | | | **SHOW increasing KNOWLEDGE and**  **UNDERSTANDING** | | | | * **Show increasing knowledge and understanding of:** * a range of religious beliefs * a range of scripture * 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 signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments * **Show increasing knowledge and understanding**, providing detail and links between:   + beliefs & sources; beliefs & worship; beliefs & life * Use a range of religious vocabulary widely, accurately and appropriately | | | | | | | | | | | | | | | | | * 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 * Show an understanding of how own and other’s decisions are informed by beliefs and moral values | | | | | | * Use sources to support a point of view * Express a point of view and give reasons for it * Arrive at judgements * Recognise difference, comparing and contrasting different points of view. | | | | | | | | | | | | | | | | |  |  |
| Working Above  Age related  + | | | **EXPLAIN using evidence** | | | | * **Explain** the meaning and purpose of a range of scripture passages. * **Explain** using multiple sources as evidence, at least two of the   following:   * + 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 signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments * **Explain** by providing detail the links between:   + beliefs & sources; beliefs & worship; beliefs & life * Use a developing religious vocabulary widely, accurately and appropriately | | | | | | | | | | | | | | | | | * 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 * Show an understanding of how own and other’s decisions are informed by beliefs and moral values | | | | | | * Use sources to support a point of view * Debate a point of view showing an awareness of different views * Arrive at judgements and begin to provide evidence * Recognise difference; divergent views and practices within and between religions | | | | | | | | | | | | | | | | |  |  |