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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 | SpecialistVocabulary | 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.
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| 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.
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| 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.
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|  |  | KNOWLEDGE & UNDERSTANDING(Learning About) | ENGAGEMENT &RESPONSE (learning from) |
| **Yr 1** | Age 5-6 | Developing knowledge and understanding | Making Links and connections | Historical Dev | SpecialistVocabulary | 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.
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| 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.
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| 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.
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| 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.
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| 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.
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|  |  | 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.
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| 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.
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| 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.
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|  |  | 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.
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| 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
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| 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.
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|  |  | 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.
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| 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.
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|  |  | 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.
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| 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.
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| 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
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