



Age-Related Standards (3-19)  
in  
Religious Education

An interim document approved for use in Catholic Schools by  
The Department of Catholic Education and Formation of  
The Catholic Bishops' Conference of England and Wales

July 2018

NATIONAL BOARD OF RELIGIOUS  
INSPECTORS AND ADVISERS



# Age-Related Standards (3-19) in Religious Education

An update on the interim document approved  
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Catholic Education and Formation of The Catholic  
Bishops' Conference of England and Wales

# Introduction

Claire Hetherington

# Context

Starting points and principles

Philip Robinson

# Context

- In the summer term of 2016, the CES and NBRIA sent out a questionnaire to all schools seeking their views on the document *Levels of Attainment in Religious Education* and on the future of assessment of Religious Education in Catholic schools.
- The survey made it clear that schools wanted an assessment tool that allowed for greater parity with other subjects in the curriculum.
- However, they also did not want to lose the driver words and attainment targets they had been using thus far.
- It was also important to secondary schools that the new standards document was a clear progression towards GCSE and A Level.

# Context

- Full parity with other subjects requires end of year descriptors – at least in Primary schools.
- However, the working party realised that such a level of specificity could only be arrived at by including content in the descriptors.
- Content specific descriptors require a revision of the RECD.
- Until there is a revision of the RECD this document is, therefore, a description of a progression of pure skills, with all content specificity removed.
- A version of the *Standards* grid was piloted with schools in the Autumn and Spring terms of the academic year 2017-2018

# The *Standards*: phases

Key Stages to Age Phases

Claire Hetherington

# The *Standards*: phases

The *Standards* document presents expectations to be achieved by the end of each of the following age phases:

- 3-5
- 5-7
- 7-9
- 9-11
- 11-14
- 14-16
- 16-19

# Standards for Ages 3-5

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

Each column on the *Standards* grid is a phase

Skill areas		3-5
AT1: Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs; make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music and drama</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scriptures</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Write simple sentences about religious stories using phrases or words which can be read by themselves and others</li> <li>• Listen, talk about and role play similarities and differences between themselves and others, and among families, churches and communities</li> <li>• Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, churches and communities</li> <li>• Listen, talk about and role play how people behave in the local, national and universal church community.</li> <li>• Listen and talk about key figures in the history of the People of God.</li> <li>• 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.</li> </ul>
	Making Links and Connections	
	Historical Development	
	Specialist Vocabulary	<ul style="list-style-type: none"> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development</li> </ul>
AT2: Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions about their experiences and respond to religious stories or events.</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	

3-5

# Standards for Primary Religious Education

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

Each column on the *Standards* grid is a phase

Skill areas		5-7	7-9	9-11
AT1: Knowledge and Understanding ('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>Recognise that people act in a <b>particular way</b> 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 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>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> <li>those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe, with increasing detail and accuracy:                             <ul style="list-style-type: none"> <li>a range of religious 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> <li>those actions of believers which arise as a consequence of their beliefs</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 symbols, giving reasons for beliefs and symbols</li> <li>beliefs and actions, giving reasons for beliefs 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 symbols</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 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 and accurately</li> </ul>
AT2: Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about <b>all</b> 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, <b>comparing and contrasting</b> different points of view.</li> </ul>
	Analyse and Deconstruct			

5-7

7-9

9-11

# Standards for Secondary Religious Education

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

Each column on the *Standards* grid is a phase

		11-14	14-16	16-19
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Explain the meaning and purpose of a range of scripture passages.</li> <li>Demonstrate a knowledge and understanding of:                             <ul style="list-style-type: none"> <li>doctrine, belief and theological concepts</li> <li>the nature, structure and authority of communities of belief, both locally and universally</li> <li>questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li> <li>the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li> </ul> </li> <li>Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions</li> </ul>	<ul style="list-style-type: none"> <li>Interpret the meaning and significance of a range of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communities</li> <li>Demonstrate comprehensive knowledge and understanding of:                             <ul style="list-style-type: none"> <li>doctrine, belief and theological concepts</li> <li>the nature, structure and authority of communities of belief, both locally and universally</li> <li>questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li> <li>the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li> </ul> </li> <li>Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of divergent views and practices within and between religions and beliefs</li> </ul>
	Making Links and Connections	<ul style="list-style-type: none"> <li>Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others</li> </ul>	<ul style="list-style-type: none"> <li>Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Historical Development	<ul style="list-style-type: none"> <li>Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time</li> </ul>	<ul style="list-style-type: none"> <li>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 its influence on other areas of understanding</li> </ul>	<ul style="list-style-type: none"> <li>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 related disciplines</li> </ul>
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Use a range of textual, doctrinal and specialist vocabulary appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of appropriate doctrinal, theological, philosophical and ethical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Precisely use a wide range of appropriate doctrinal, theological, philosophical and ethical vocabulary, effectively and with a high degree of confidence</li> </ul>
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> <li>Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Construct Arguments	<ul style="list-style-type: none"> <li>Present an argument for a particular point of view, showing an awareness of different views</li> </ul>	<ul style="list-style-type: none"> <li>Construct a sustained argument, based on critical analysis of different views</li> </ul>	<ul style="list-style-type: none"> <li>Perceptively discuss different views, leading to developed arguments that are coherent, relevant and logically structured</li> </ul>
	Make Judgements	<ul style="list-style-type: none"> <li>Arrive at judgements that are supported by evidence</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Recognise Diversity	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Analyse and Deconstruct	<ul style="list-style-type: none"> <li>Accurately outline the nature of different debates within Theology, Philosophy and Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Critically deconstruct information, leading to insightful analyses of complex concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics</li> </ul>

11-14

14-16

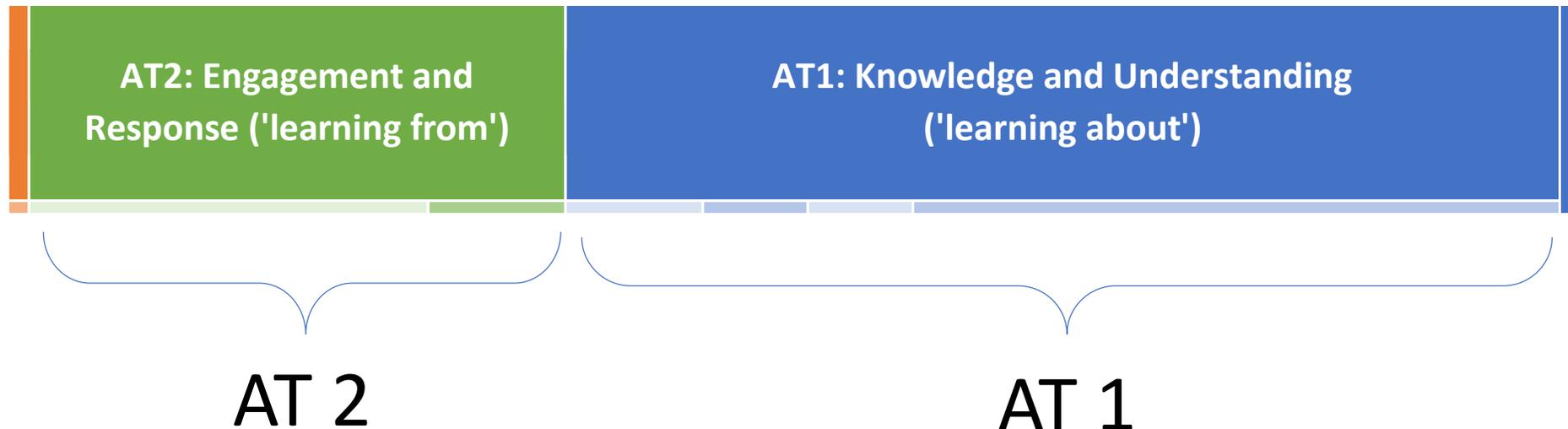
16-19

# Attainment targets

Learning about, learning from, analysis and evaluation

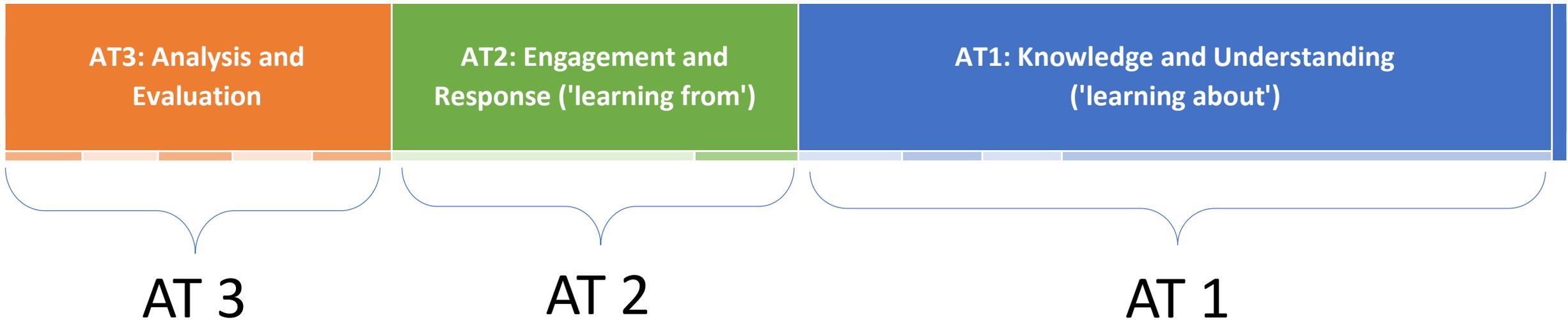
# The *Standards*: Attainment Targets

- The two old ATs have not been lost – there are still “learning about” and “learning from” descriptors in the new tool.

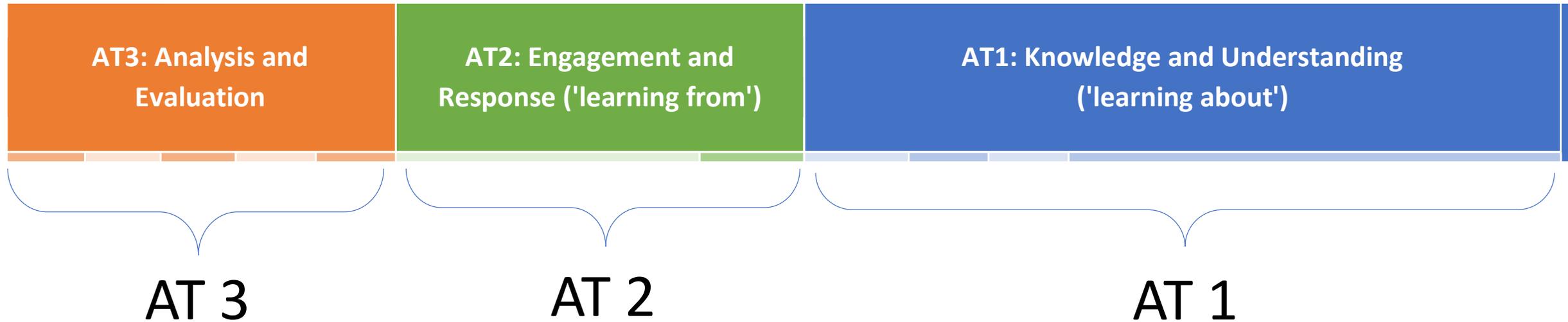


# The *Standards*: Attainment Targets

- However a new discrete Attainment Target has been added: Analysis and Evaluation.



# The *Standards*: Attainment Targets



- This has been added partly because, in secondary school, the ability to analyse and evaluate is an essential skill at both GCSE and A Level.
- Also, it is arguably a skill that can be developed from the beginning of Religious Education learning and so constitutes a part of the new standards document for Primary schools also.

# The Standards: Attainment Targets

Skill areas		3-5
AT1: Knowledge and Understanding (learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>Sing songs; make music and dance to express religious stories.</li> <li>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>Read and understand simple sentences from scripture or from their own religious stories</li> <li>Share religious stories they have heard and read with others.</li> <li>Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>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.</li> <li>Listen, talk about and role play how people behave in the local, national and universal church community.</li> <li>Listen and talk about key figures in the history of the People of God.</li> <li>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.</li> </ul>
	Making Links and Connections	
	Historical Development	
	Specialist Vocabulary	<ul style="list-style-type: none"> <li>Decode key religious words appropriate to their age and stage of development.</li> <li>Use key religious words appropriate to their age and stage of development.</li> </ul>
AT2: Engagement and Response (learning from)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Show sensitivity to others' needs and feelings.</li> <li>Talk about how they and others show feelings.</li> <li>Confidently speak in a familiar group and talk about their ideas.</li> <li>Express themselves effectively, showing awareness of listeners' needs.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Talk about their own and others' behaviour and its consequences.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	

# Skill areas

The evolution of driver words

# 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 (‘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>Recognise that people act in a <b>particular way</b> 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>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> <li>those actions of believers which arise <b>as a consequence of</b> their beliefs</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>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> <li>those actions of believers which arise <b>as a consequence of</b> their beliefs</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 (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about <b>all of</b> 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, <b>comparing and contrasting</b> different points of view.</li> </ul>
	Analyse and Deconstruct			

# The *Standards*: Skill areas

- You will see that the driver words have been maintained in the end of phase descriptions: “make links”; “show understanding” etc

<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>
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- But these have been removed from content specific strands and have become discrete “skill areas” as can be seen in the first column of the new document...

# The *Standards*: Skill areas

Developing  
Knowledge  
and  
Understanding

- “Learning about” skill areas:
  - Developing knowledge and understanding
  - Making links and connections
  - Understanding historical development
  - Using specialist vocabulary
- “Learning from” skill areas:
  - Engaging with questions of meaning and purpose
  - Engaging with questions of beliefs and values
- “Analysis and Evaluation” skill areas:
  - Using sources as evidence
  - Constructing arguments
  - Making judgements, justifying conclusions
  - Recognise diversity
  - Analysis and deconstruction

Making Links  
and  
Connections

# Evolution of driver words



- “Learning about” skill areas:
  - Developing knowledge and understanding
  - Making links and connections
  - Understanding historical development
  - Using specialist vocabulary
- “Learning from” skill areas:
  - Engaging with questions of meaning and purpose
  - Engaging with questions of beliefs and values
- “Analysis and Evaluation” skill areas:
  - Using sources as evidence
  - Constructing arguments
  - Making judgements, justifying conclusions
  - Recognise diversity
  - Analysis and deconstruction

# 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 (‘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>Recognise that people act in a <b>particular way</b> 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>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> <li>those actions of believers which arise <b>as a consequence of</b> their beliefs</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>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> <li>those actions of believers which arise <b>as a consequence of</b> their beliefs</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 (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about <b>all of</b> 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, <b>comparing and contrasting</b> different points of view.</li> </ul>
	Analyse and Deconstruct			

# Phase progression

Moving from one phase to the next

# Standards for Secondary Religious Education

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

	11-14	14-16	16-19	
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Explain the meaning and purpose of a range of scripture passages.</li> <li>Demonstrate a knowledge and understanding of:                             <ul style="list-style-type: none"> <li>doctrine, belief and theological concepts</li> <li>the nature, structure and authority of communities of belief, both locally and universally</li> <li>questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li> <li>the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li> </ul> </li> <li>Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions</li> </ul>	<ul style="list-style-type: none"> <li>Interpret the meaning and significance of a range of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communities</li> <li>Demonstrate comprehensive knowledge and understanding of:                             <ul style="list-style-type: none"> <li>doctrine, belief and theological concepts</li> <li>the nature, structure and authority of communities of belief, both locally and universally</li> <li>questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li> <li>the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li> </ul> </li> <li>Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of:                             <ul style="list-style-type: none"> <li>doctrine, belief and theological concepts</li> <li>the nature, structure and authority of communities of belief, both locally and universally</li> <li>questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li> <li>the structure, meaning and significance of different forms of worship for believers</li> </ul> </li> <li>Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of divergent views and practices within and between religions and beliefs</li> </ul>
	Making Links and Connections	<ul style="list-style-type: none"> <li>Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others</li> </ul>	<ul style="list-style-type: none"> <li>Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Historical Development	<ul style="list-style-type: none"> <li>Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Use a range of contextually accurate and appropriate religious and specialist vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Precisely use a wide range of appropriate specialist theological, philosophical and ethical vocabulary, extensively, effectively and with a high degree of confidence</li> </ul>
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> <li>Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Construct Arguments	<ul style="list-style-type: none"> <li>Present an argument for a particular point of view, showing an awareness of different views</li> </ul>	<ul style="list-style-type: none"> <li>Construct a sustained argument, based on critical analysis of different views</li> </ul>	<ul style="list-style-type: none"> <li>Perceptively discuss different views, leading to developed arguments that are coherent, relevant and logically structured</li> </ul>
	Make Judgements	<ul style="list-style-type: none"> <li>Arrive at judgements that are supported by evidence</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Recognise Diversity	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Analyse and Deconstruct	<ul style="list-style-type: none"> <li>Accurately outline the nature of different debates within Theology, Philosophy and Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Critically deconstruct information, leading to insightful analyses of complex concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics</li> </ul>

# Phase progression: 16-19

- The standards descriptors for 16-19 were taken from a combined version of each of the descriptors given by the exam boards for performance at A Level (Level 3) in Religious Studies.
- These are a straightforward development of the GCSE skills and the progressive nature of these should be clearly seen.
- How these descriptors relate to expectations for General RE in the Sixth Form is another piece of work that is yet to be completed but which will also feature in the revised *RECD*. This is particularly important because not all sixth form students study at Level 3.

16-19	
<ul style="list-style-type: none"><li>• 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</li><li>• Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of:<ul style="list-style-type: none"><li>- doctrine, belief and theological concepts</li><li>- the nature, structure and authority of communities of belief, both locally and universally</li><li>- questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li><li>- the structure, meaning and significance of different forms of worship for believers</li></ul></li><li>• Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of divergent views and practices within and between religions and beliefs</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• Precisely use a wide range of appropriate specialist theological, philosophical and ethical vocabulary, extensively, effectively and with a high degree of confidence</li></ul>	
<ul style="list-style-type: none"><li>• Critically evaluate their own response to questions of meaning and purpose, <i>in light of</i> religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others' views</li></ul>	
<ul style="list-style-type: none"><li>• Critically evaluate their own response to questions of belief and values, <i>in light of</i> religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others' views</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• Perceptively discuss different views, leading to developed arguments that are coherent, relevant and logically structured</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• Critically deconstruct information, leading to insightful analyses of complex concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics</li></ul>	

# Phase progression: 14-16

- The standards descriptors for 14-16 were taken from Ofqual's descriptor of performance at GCSE.
- The new AT1 maps precisely onto the new GCSE AO1 and the new AT3 maps precisely onto the new GCSE AO2.

14-16	
• Interpret the meaning and significance of a range 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"><li>- doctrine, belief and theological concepts</li><li>- the nature, structure and authority of communities of belief, both locally and universally</li><li>- questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li><li>- the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li></ul>	
• Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions	
• Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them	
• 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	
• Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary	
• 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	
• 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	
• 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 a sustained argument, based on critical analysis of different views	
• 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	
• Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions	
• Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics	

# Phase progression: 11-14

- The 14-16 descriptors track back into the 11-14 descriptors and teachers will hopefully be able to see the progressive nature of the descriptors very clearly.
- Therefore, if the new standards document is used at 11-14 it should now serve as a solid preparation for GCSE.

11-14	
<ul style="list-style-type: none"><li>• Explain the meaning and purpose of a range of scripture passages.</li><li>• Demonstrate a knowledge and understanding of:<ul style="list-style-type: none"><li>- doctrine, belief and theological concepts</li><li>- the nature, structure and authority of communities of belief, both locally and universally</li><li>- questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li><li>- the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li></ul></li><li>• Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions</li></ul>	
<ul style="list-style-type: none"><li>• Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others</li></ul>	
<ul style="list-style-type: none"><li>• Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time</li></ul>	
<ul style="list-style-type: none"><li>• Use a range of contextually accurate and appropriate religious and specialist vocabulary</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view</li></ul>	
<ul style="list-style-type: none"><li>• Present an argument for a particular point of view, showing an awareness of different views</li></ul>	
<ul style="list-style-type: none"><li>• Arrive at judgements that are supported by evidence</li></ul>	
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions</li></ul>	
<ul style="list-style-type: none"><li>• Accurately outline the nature of different debates within Theology, Philosophy and Ethics</li></ul>	

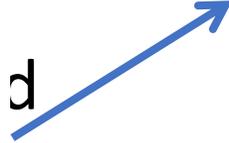
# Phase progression: 9-11

- Similarly, the 11-14 descriptors follow directly on from the 9-11 descriptors and now form a coherent link between 9-11 and 14-16.

11-14	
<ul style="list-style-type: none"><li>• Explain the meaning and purpose of a range of scripture passages.</li><li>• Demonstrate a knowledge and understanding of:<ul style="list-style-type: none"><li>- doctrine, belief and theological concepts</li><li>- the nature, structure and authority of communities of belief, both locally and universally</li><li>- questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li><li>- the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li></ul></li><li>• Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions</li></ul>	
<ul style="list-style-type: none"><li>• Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others</li></ul>	
<ul style="list-style-type: none"><li>• Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time</li></ul>	
<ul style="list-style-type: none"><li>• Use a range of contextually accurate and appropriate religious and specialist vocabulary</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• 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</li></ul>	
<ul style="list-style-type: none"><li>• Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view</li></ul>	
<ul style="list-style-type: none"><li>• Present an argument for a particular point of view, showing an awareness of different views</li></ul>	
<ul style="list-style-type: none"><li>• Arrive at judgements that are supported by evidence</li></ul>	
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions</li></ul>	
<ul style="list-style-type: none"><li>• Accurately outline the nature of different debates within Theology, Philosophy and Ethics</li></ul>	

	7-9	9-11
	<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>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> <li>those actions of believers which arise <b>as a consequence of</b> their beliefs</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>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> <li>those actions of believers which arise <b>as a consequence of</b> their beliefs</li> </ul> </li> </ul>
	<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>
	<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>
Recognize	<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>
Interpret	<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>
	<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>
	<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>
	<ul style="list-style-type: none"> <li>Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at judgements</li> </ul>
		<ul style="list-style-type: none"> <li>Recognise difference, <del>comparing and contrasting</del> different points of view.</li> </ul>

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11-14
<ul style="list-style-type: none"> <li>Explain the meaning and purpose of a range of scripture passages.</li> <li>Demonstrate a knowledge and understanding of:               <ul style="list-style-type: none"> <li>doctrine, belief and theological concepts</li> <li>the nature, structure and authority of communities of belief, both locally and universally</li> <li>questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments</li> <li>the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments</li> </ul> </li> <li>Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions</li> </ul>
<ul style="list-style-type: none"> <li>Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others</li> </ul>
<ul style="list-style-type: none"> <li>Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time</li> </ul>
<ul style="list-style-type: none"> <li>Use a range of contextually accurate and appropriate religious and specialist vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for <del>particular points</del> of view</li> </ul>
<ul style="list-style-type: none"> <li>Present an argument for a <del>particular point</del> of view, showing an awareness of different views</li> </ul>
<ul style="list-style-type: none"> <li>Arrive at judgements that are supported by evidence</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions</li> </ul>
<ul style="list-style-type: none"> <li>Accurately outline the nature of different debates within Theology, Philosophy and Ethics</li> </ul>

# Phase progression: significance of blank boxes

- Please note, not all the 11-14 skills track back fully into the Primary phases. Therefore, in some portions of the Primary Standards descriptor grid, there are empty boxes.
- This indicates that this skill area is not expected in this phase. It does not indicate that some pupils are not capable of achieving that skill at their age, but it merely shows that it is not an expectation for most.

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, <del>comparing and contrasting</del> different points of view.</li> </ul>
Analyse and Deconstruct			

# 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 ('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>Recognise that people act in a <b>particular way</b> 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>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> <li>those actions of believers which arise <b>as a consequence of</b> their beliefs</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>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> <li>those actions of believers which arise <b>as a consequence of</b> their beliefs</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 ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about <b>all of</b> 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, <b>comparing and contrasting</b> different points of view.</li> </ul>
	Analyse and Deconstruct			

# Skills guide and Glossary

The meaning of the skill area distinguishers and other key terminology

# Skills guide and glossary

- In addition to the *Standards* grid itself, there is a Skills Guide and a Glossary.
- The Skills Guide gives some explanation of what is meant by each of the 'skill' verbs and verb phrases to assist teachers in knowing what to plan for in learning.
- The Glossary provides definitions for key vocabulary contained within the descriptor grid itself.

	Primary	Secondary
Recognise	Identify, name or label something or someone previously seen, heard or encountered.	To appreciate the significance of something.
Retell	Tell a religious story again in any form.	
Describe	Give an accurate account in any form of the role of a person, a religious rite or symbol.	
Make links/connections	Show the relationship between a variety of sources as evidence to inform knowledge and understanding.	The ability to show the relationship between the different areas of study and the ways they influence each other.
Understand	Correctly perceive the meaning of beliefs, practices and sources actions and the links between them.	Interpret the significance and implications of beliefs, practices, sources and the causal connections between them.
Explain	Make something clear and easy to understand by giving a detailed account focusing specifically on causes and reasons. To show the meaning of a text or area of study in context.	

<b>Explain</b>	specifically on causes and reasons. To show the meaning of a text or area of study in context.
<b>Construct arguments</b>	Present a logical chain of reasoning, supported by appropriate knowledge, understanding and evidence in support of a particular position or point of view.
<b>Make reasoned judgements</b>	To synthesise, evaluate and weigh the relative strength and weaknesses of arguments and evidence to arrive at a logical and justified conclusion.
<b>Recognise diversity</b>	In this context, diversity refers to the differences of belief and practice that exist between denominations of Christianity and between Christianity and other religions.
<b>Analyse</b>	Examine methodically and in detail, typically to explain and interpret.
<b>Interpret</b>	To elucidate the meaning of a text by understanding different ways it can be understood. This could be with reference to, for example, the influence on believers, its historical context, its authorship, its intended audience or the ways in which different communities have used the text.
<b>Evaluate</b>	To consider the relative merit of different points of view and arrive at a judgement supported by reasons and evidence.

<b>Areas of Study</b>	The broad content areas that are listed in the sub-skill row “Developing Knowledge and Understanding” for each phase.
<b>Authority</b>	The hierarchical structures, writing or practices that decisively determine belief and practice for a religious community.
<b>Beliefs</b>	Something which a person holds to be important and true
<b>Coherent</b>	Consistent, clearly stated and supported by appropriate evidence.
<b>Doctrine</b>	A belief, or set of beliefs, held and taught by a community of believers.
<b>Historical development</b>	How religious belief and practice have changed over time.
<b>Insightful</b>	Accurate and deep understanding; perceptive, imaginative and showing a measure of original thought.
<b>Judgement</b>	The ability to make considered decisions and arrive at a justified conclusion.
<b>Key figures</b>	An important or pivotal person in either Scripture (e.g. Moses, Jesus, Mary) or the

<b>Key figures</b>	An important or pivotal person in either Scripture (e.g. Moses, Jesus, Mary), or the life of the Church locally or universally (e.g. a Eucharistic minister, a Bishop or the Pope)
<b>Literary type</b>	The genre of a piece of writing. In terms of Biblical texts, things such as Gospel, history, prophecy, letters, psalms, poetry, proverbs. In terms of Church documents, things such as encyclicals, exhortations, catechisms, creeds, theological works.
<b>Local Church</b>	A diocese, which is a geographical area under the authority of a bishop which also includes parish communities.
<b>Meaning</b>	The inner, symbolic, or true interpretation, value or message of something. What a person understands is being communicated by words or actions.
<b>Meaning and purpose</b>	The study of those actions, rules and values which form and shape our lives. This includes comparing and critically evaluating critically both personal responses and those of others who do not share our views.
<b>People of God</b>	<p>Historically it refers to the Israelites, the chosen people with whom God established His covenant.</p> <p>For Christians it means the Church, of which one becomes a member not by birth but by faith in Christ and through baptism.</p>

<b>Point of view</b>	A particular attitude or way of considering something or someone
<b>Religious actions</b>	When a person does something because of a religious belief e.g. giving money to others, fasting, forgiving others
<b>Religious beliefs</b>	Something which a person holds to be important and true because of the religion to which they belong.
<b>Religious stories</b>	Stories that teach us about God and our relationship with God, especially those found in Scripture.
<b>Religious worship</b>	An expression of reverence or adoration either as an individual or as part of a community directed towards God.
<b>Significance</b>	The importance and implications of, for example, texts, beliefs, viewpoints, actions, events.
<b>Signs and symbols</b>	A sign or symbol is a thing or an action that indicates or refers to something else or instructs about something, e.g. Lectern, a candle, lighting a candle, crucifix, water, pouring of water, laying on of hands.
<b>Source</b>	Foundational texts and teaching at the root of belief and practice. For example, in the Catholic context: Scripture, magisterium and tradition

<b>Source</b>	<p>Foundational texts and teaching at the root of belief and practice. For example, in the Catholic context: Scripture, magisterium and tradition.</p> <p>By Scripture is meant: Sacred writings e.g. the books of the Hebrew Scriptures and New Testament that constitute the Bible</p> <p>By Magisterium is meant: The teaching authority of the Church, exercised by the Pope and Bishops, found in, for example the definitions and documents of Church councils, Papal encyclicals and exhortations, the Catechism of the Catholic Church.</p> <p>By Tradition is meant: The living transmission of the faith of the Church, expressed through belief and practice, handed down from the Apostles to every generation under the guidance of the Holy Spirit. It is found in the practice and life of the Church, her belief and her prayer. For example: the Liturgy, the Sacraments, Sacred art and the lives of the Saints.</p>
<b>Textual context</b>	<p>The understanding of text, either Scripture or Church documents within their historical and political context, including an appreciation of their authorship and audience. It also includes the place of a text within the canon of Scripture in the case of Biblical texts.</p>
<b>Theological concepts</b>	<p>Concepts that can be found in Scripture, Church documents and the writings of theologians to capture complex ideas and beliefs. For example: incarnation, grace, salvation, transubstantiation.</p>

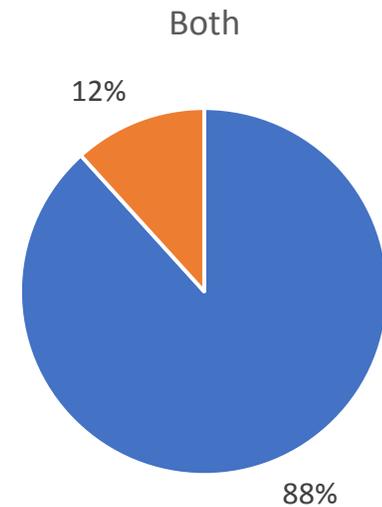
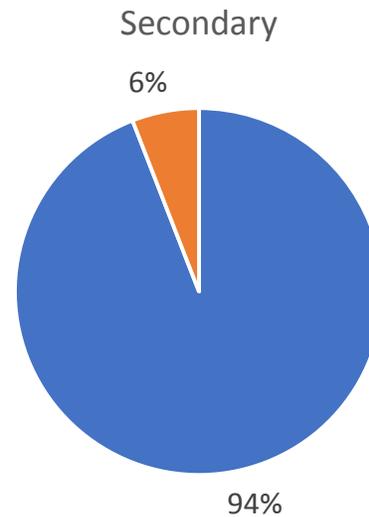
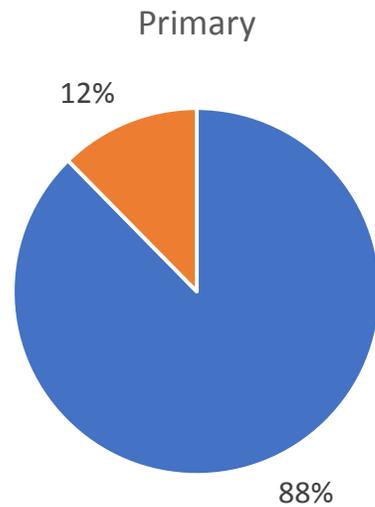
# Feedback from the Pilot

A summary of responses from schools that piloted the *Standards*

Philip Robinson

# 1. Was the grid used to inform planning?

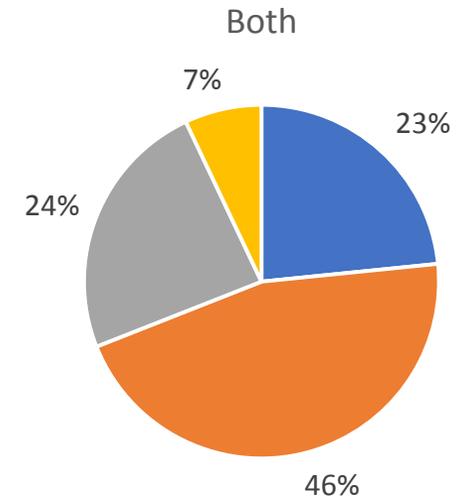
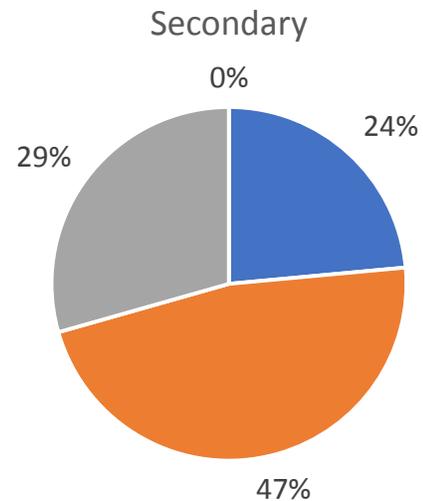
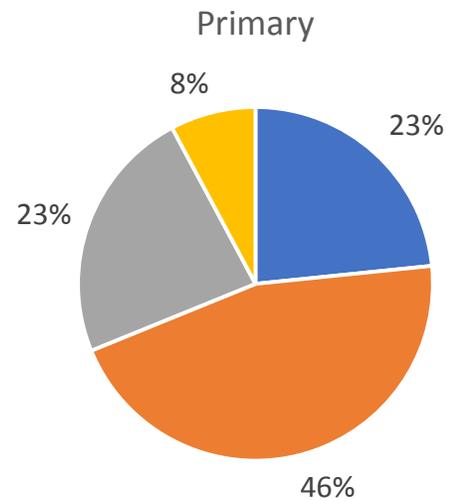
Phase	Yes	No
Primary	135	19
Secondary	16	1
Both	151	20



■ Yes ■ No

# 1b. How useful was it to inform planning?

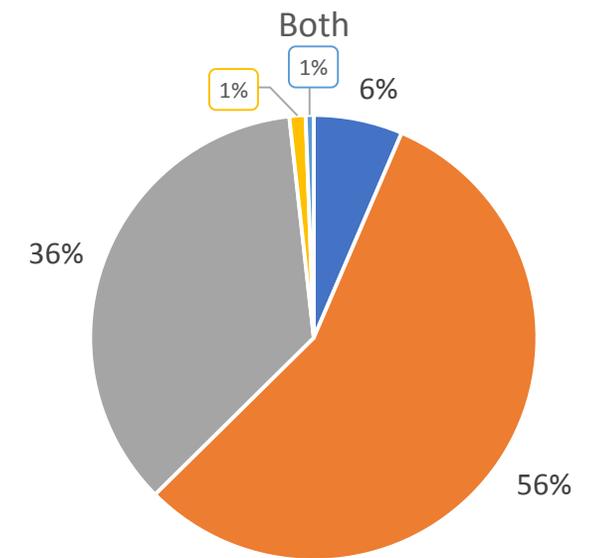
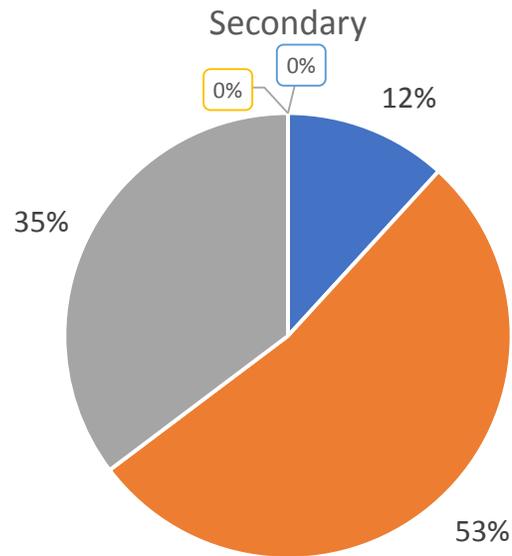
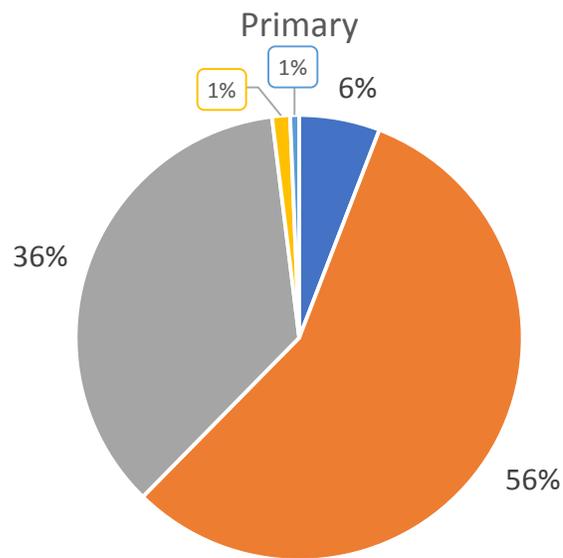
Phase	Very Useful	Useful	Not Useful	Unhelpful
Primary	36	70	36	12
Secondary	4	8	5	0
Both	40	78	41	12



■ Very Useful   ■ Useful   ■ Not Useful   ■ Unhelpful

# 1d. What impact did use of the grid have on pupil progress and outcomes?

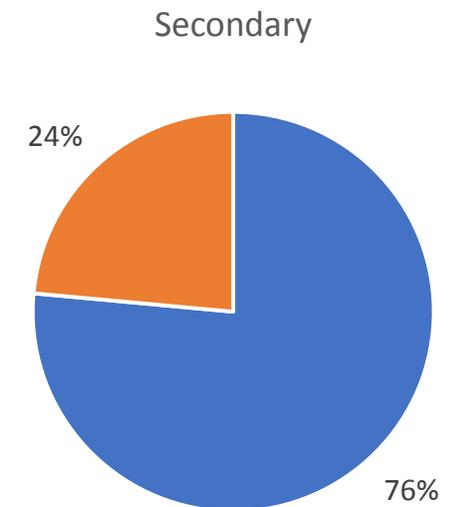
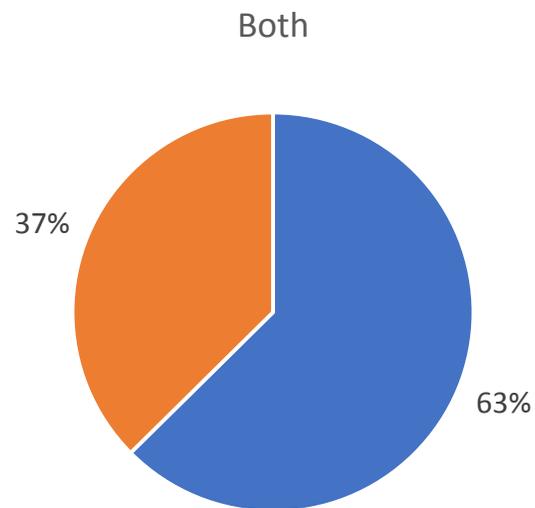
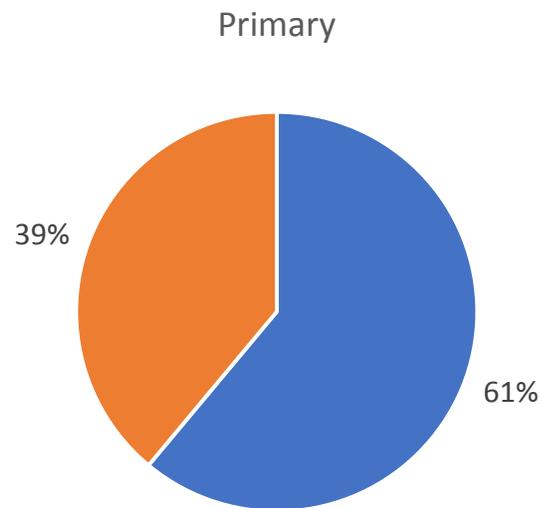
Phase	Very positive	Positive impact	No impact	Negative impact	Very negative
Primary	9	87	55	2	1
Secondary	2	9	6	0	0
Both	11	96	61	2	1



■ Very positive impact  
 ■ Positive impact  
 ■ No impact  
 ■ Negative impact  
 ■ Very negative impact

## 2. Was the grid used to give feedback to pupils?

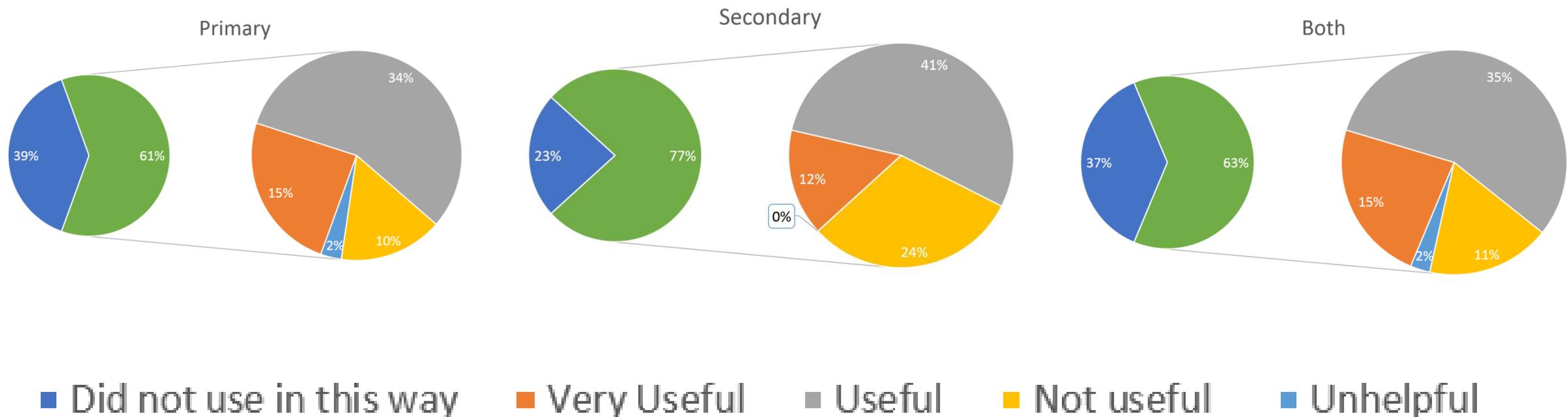
Phase	Yes	No
Primary	94	60
Secondary	13	4
Both	107	64



■ Yes ■ No

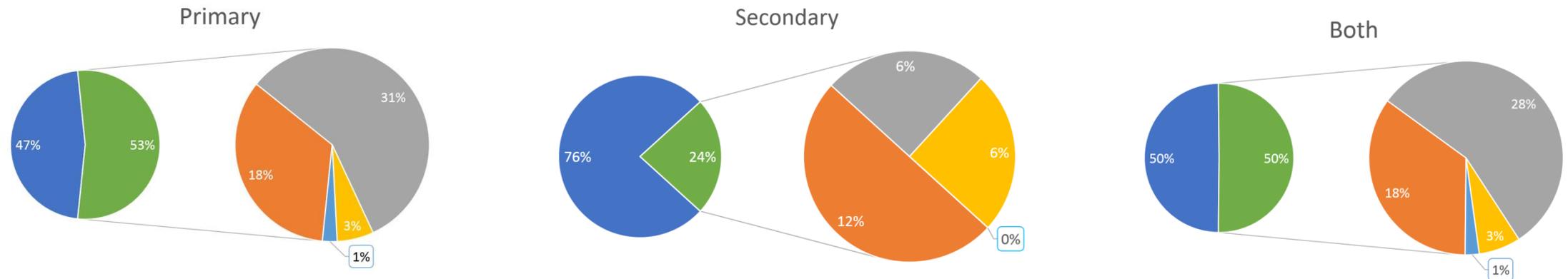
## 2b. How useful did you find the new Standards grid in giving feedback to pupils?

Phase	Did not use in this way	Very Useful	Useful	Not useful	Unhelpful
Primary	60	23	53	15	3
Secondary	4	2	7	4	0
Both	64	25	60	19	3



# 3a. How useful was the grid in reporting to Senior Leaders?

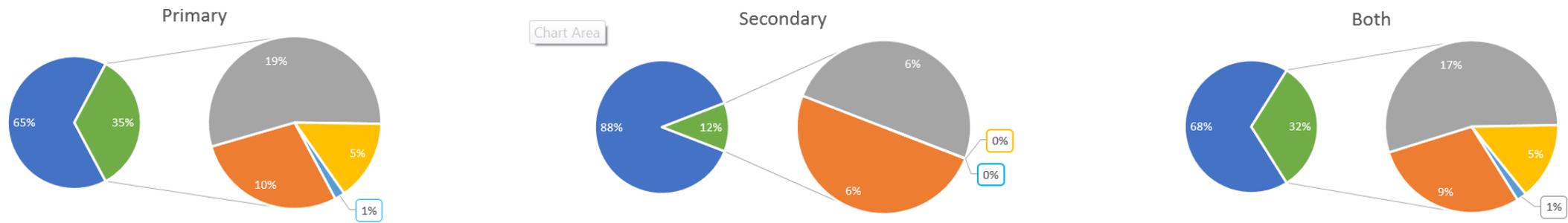
Phase	Did not use	1. Very useful	2. Useful	3. Not very useful	4. Unhelpful
Primary	72	28	47	5	2
Secondary	13	2	1	1	0
Both	85	30	48	6	2



■ Did not use in this way   
 ■ Very Useful   
 ■ Useful   
 ■ Not useful   
 ■ Unhelpful

# 3b. How useful was the grid in reporting to Governors?

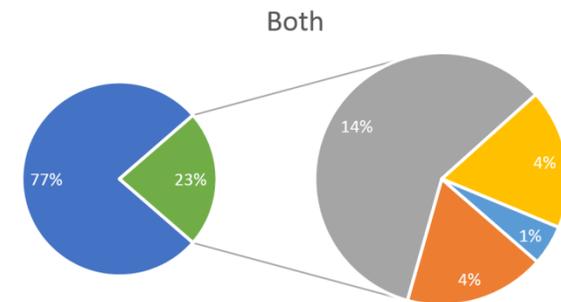
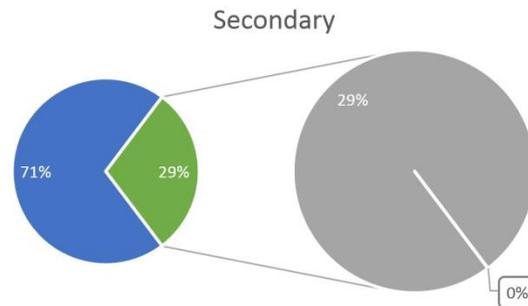
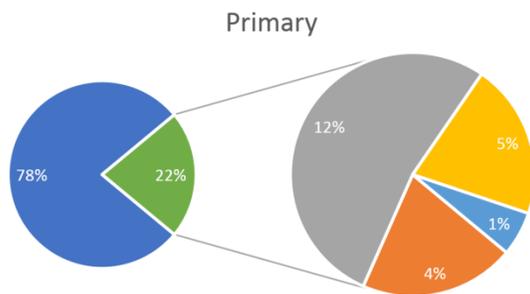
Phase	Did not use	1. Very useful	2. Useful	3. Not very useful	4. Unhelpful
Primary	86	16	32	16	4
Secondary	9	2	2	4	0
Both	95	18	34	20	4



- Did not use in this way
- Very Useful
- Useful
- Not useful
- Unhelpful

# 3c. How useful was the grid in reporting to Parents?

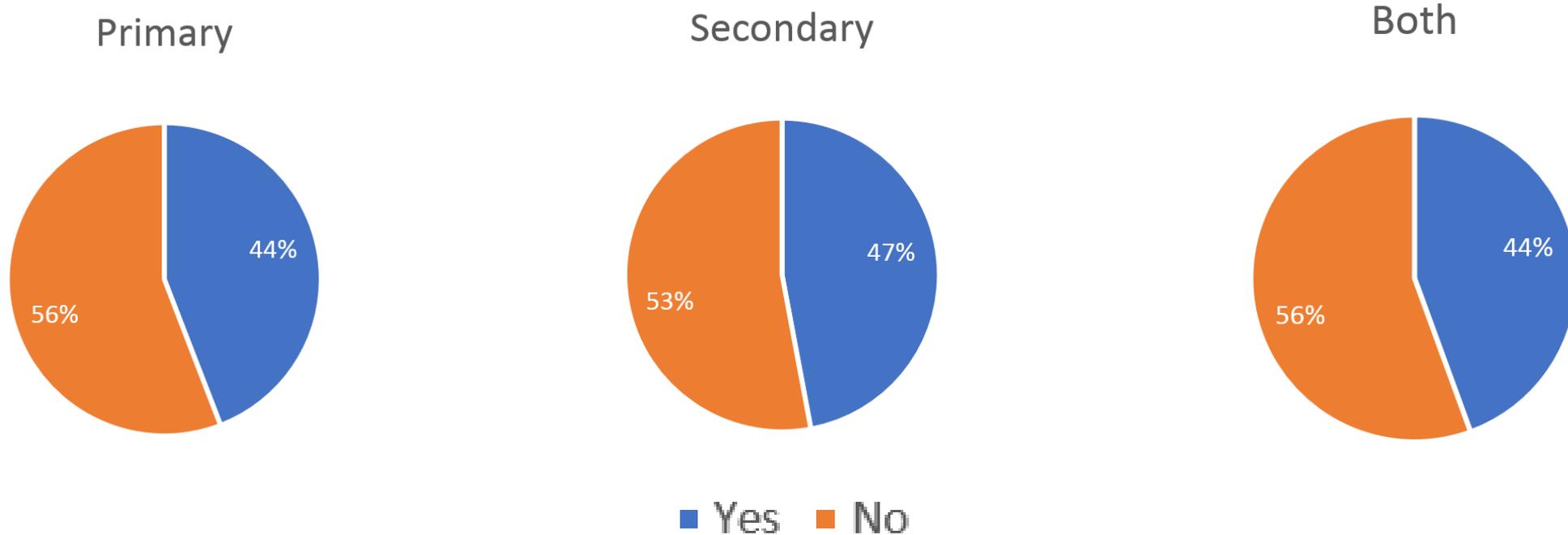
Phase	Did not use	1. Very useful	2. Useful	3. Not very useful	4. Unhelpful
Primary	120	7	18	7	2
Secondary	12	0	5	0	0
Both	132	7	23	7	2



■ Did not use in this way   
 ■ Very Useful   
 ■ Useful   
 ■ Not useful   
 ■ Unhelpful

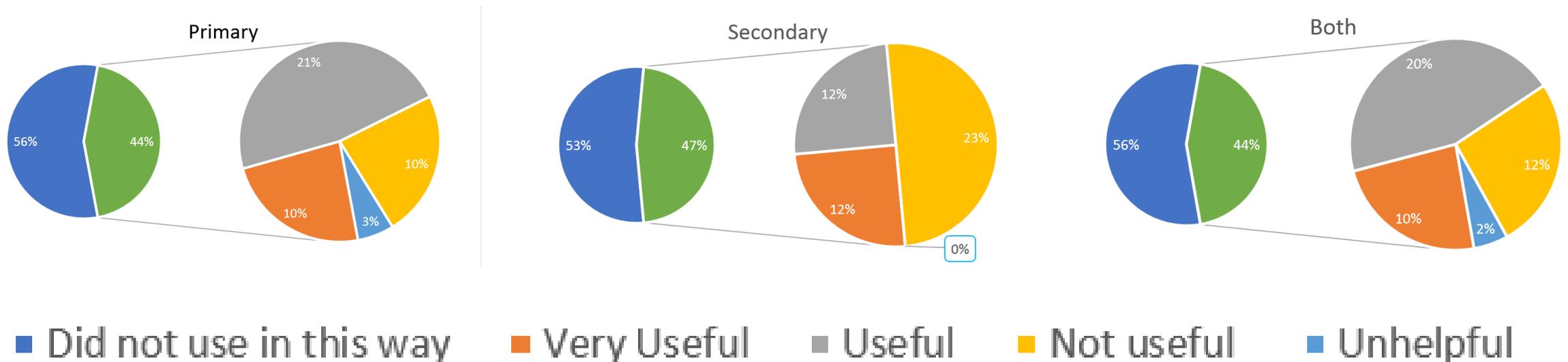
# 4. Did you use the grid to populate school-based data tracking systems?

Phase	Yes	No
Primary	68	86
Secondary	8	9
Both	76	95



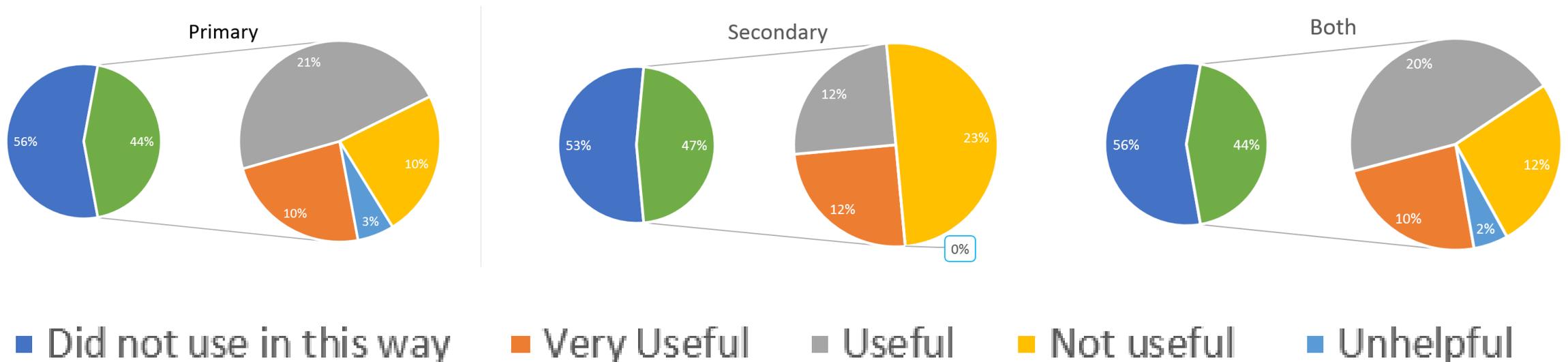
# 4b. How useful was the grid in populating school-based tracking systems?

Phase	Did not use	1. Very useful	2. Useful	3. Not very useful	4. Unhelpful
Primary	86	16	32	16	4
Secondary	9	2	2	4	0
Both	95	18	34	20	4



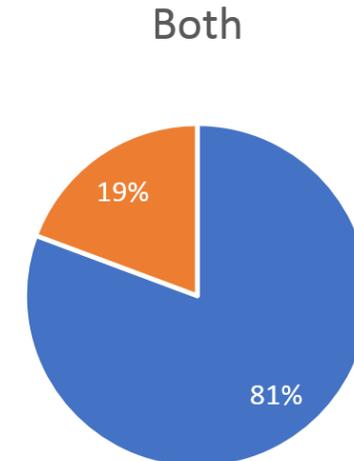
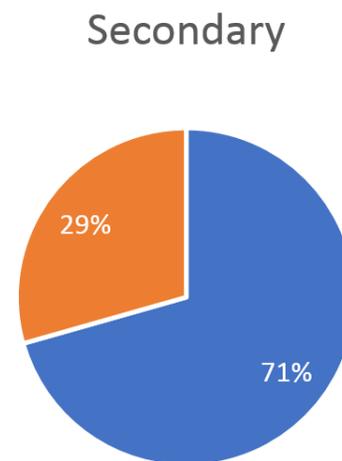
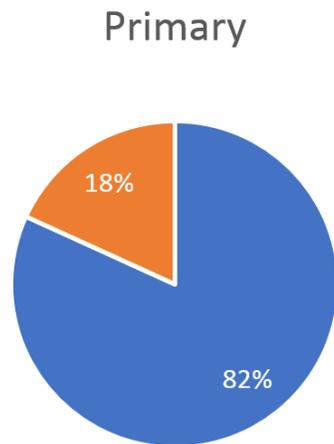
# 4b. How useful was the grid in populating school-based tracking systems?

Phase	Did not use	1. Very useful	2. Useful	3. Not very useful	4. Unhelpful
Primary	86	16	32	16	4
Secondary	9	2	2	4	0
Both	95	18	34	20	4



# 5. Do you use a performance scale when assessing using end of year expectations in your other core curriculum subjects?

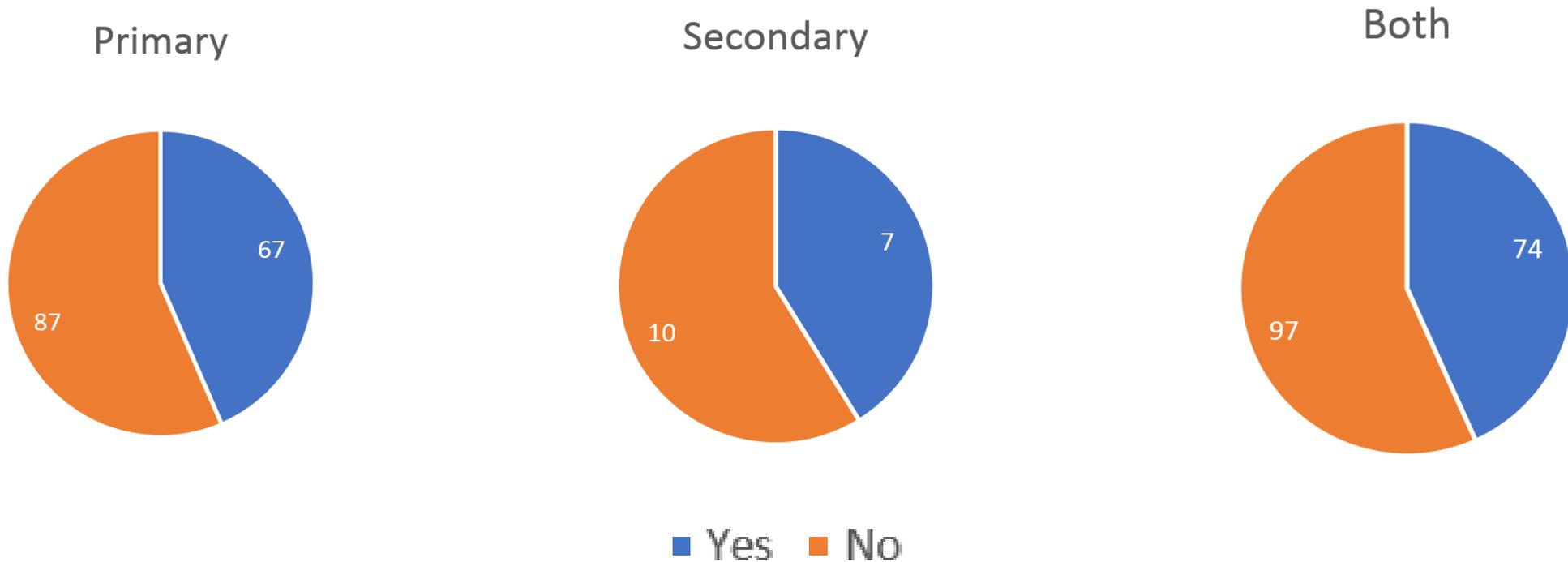
Phase	Yes	No
Primary	126	28
Secondary	12	5
Both	138	33



■ Yes ■ No

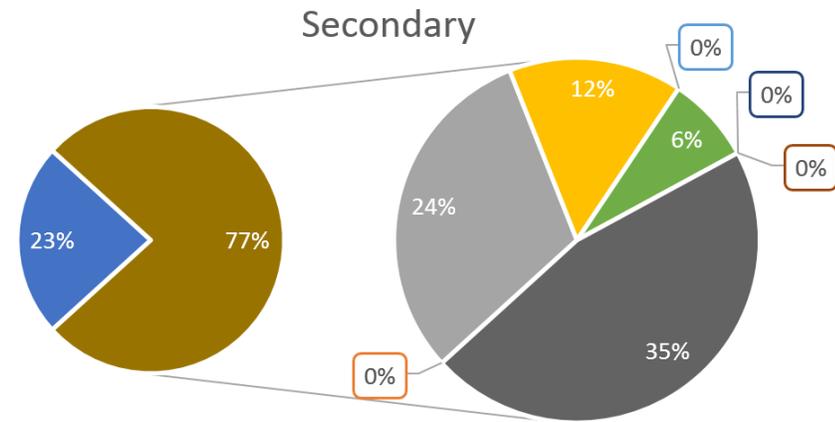
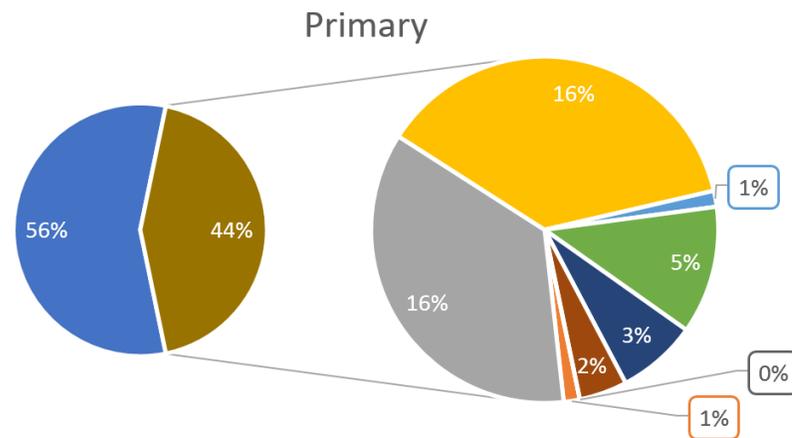
5a. Have you been able to use the same performance scale in Religious Education, using this grid, as you have in your other core curriculum subjects?

Phase	Yes	No
Primary	67	87
Secondary	7	10
Both	74	97



# 5b. How many points does your performance scale have?

	Did not respond	2	3	4	5	6	7	8	9
Primary	87	1	24	25	1	8	5	3	0
Secondary	4	0	4	2	0	1	0	0	6



5c. What labels are given to the points on your performance scale?

Number of points	Labels	No of schools
2	<ul style="list-style-type: none"><li>• Emerging</li><li>• Expected</li></ul>	1 Primary
3	<ul style="list-style-type: none"><li>• Emerging/Working towards</li><li>• Expected</li><li>• Exceeding/Greater Depth</li></ul>	24 Primary 4 Secondary
4	<ul style="list-style-type: none"><li>• Emerging</li><li>• Developing</li><li>• Expected</li><li>• Exceeding/Greater Depth</li></ul>	25 Primary 2 Secondary
9	GCSE Grades	6 Secondary

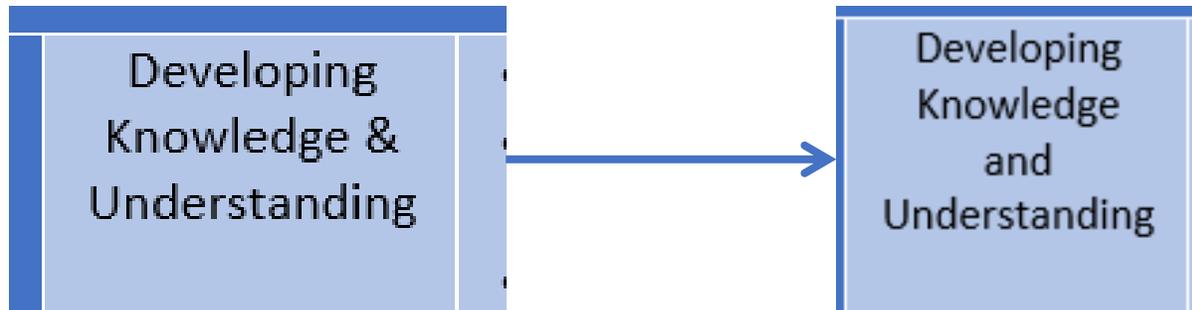
# Post-pilot modifications

A summary of the changes made to the *Standards* grid as a consequence of feedback from the pilot schools

Daniel Coleman

# Changes post-pilot

- Ampersands (&) become “and” throughout.



# Changes post-pilot

- Ampersands (&) become “and” throughout.
- “global Church” becomes “universal Church” throughout.

People of God

- Recognise key people in the local, national and global Church
- Describe different roles of some people in the local, national and

People of God

- Recognise key people in the local, national and universal Church
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# Changes post-pilot

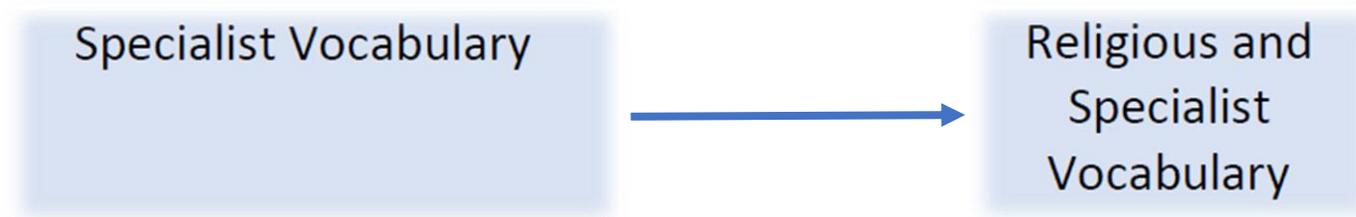
- Ampersands (&) become “and” throughout.
- “global Church” becomes “universal Church” throughout.
- Explicit reference to the sacraments added.
- Describe some religious symbols and the steps involved in religious actions and worship



- Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

# Changes post-pilot

- Ampersands (&) become “and” throughout.
- “global Church” becomes “universal Church” throughout.
- Explicit reference to the sacraments added.
- Skill area: “specialist vocabulary” changed to “religious and specialist vocabulary”.



# Changes post-pilot

- Ampersands (&) become “and” throughout.
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# Changes post-pilot

- Ampersands (&) become “and” throughout.
- “global Church” becomes “universal Church” throughout.
- Explicit reference to the sacraments added.
- Skill area: “specialist vocabulary” changed to “religious and specialist vocabulary”.
- “Describe complex scripture passages...” becomes “Show knowledge and understanding of a range...”

# Changes post-pilot

9-11

- Describe complex scripture passages in a way that shows understanding of the scripture source used.
- Show a knowledge and understanding of:

9-11

- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.

# Changes post-pilot

- Ampersands (&) become “and” throughout.
- “global Church” becomes “universal Church” throughout.
- Explicit reference to the sacraments added.
- Skill area: “specialist vocabulary” changed to “religious and specialist vocabulary”.
- “Describe complex scripture passages...” becomes “Show knowledge and understanding of a range...”
- Changes made to the distinguishers for use of religious and specialist vocabulary.
- Knowledge of diversity added as an AO1, as well as an AO3 requirement

# Changes post-pilot

16-19

- 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:
  - 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

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  - the structure, meaning and significance of different forms of worship for believers
- Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of divergent views and practices within and between religions and beliefs

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# The *Standards*

Current status and next steps

Julie Rourke

# The status of the document

Following the piloting of the Age-related Standards document, the Bishops of the Department of Catholic Education and Formation at their meeting on the 26 June 2018, agreed:

“that the draft document that was previously approved by the Department in June 2017 for use in pilot schools in the academic year 2017-18, be approved for use in any diocese that wishes to implement it as an interim tool until the revision of the Religious Education Curriculum Directory is complete.”

To complete this, a revised RECD will bring together content and skills in a single document. The anticipated publication date for this is Autumn 2020.

# The status of the document

- Please note, that the Bishops have given permission for *Standards* to be used in the place of *Levels of Attainment in Religious Education* but have not mandated that it must be used.
- Any diocese or school that is not using the new *Standards* document should continue using *Levels*.

# The future of the document

From the pilot feedback, it is clear that schools would still like:

- end of year expectations, rather than end of phase ones;
- annotated exemplars of pupil and student work that exemplify each Age-Related Standard;
- an indication of how *Standards* is to be used to measure progress for data tracking purposes and to give feedback to pupils: something like the performance scales that Primary schools use in reporting progress against age-related expectations in the other core curriculum subjects;
- in secondary schools, an indication of how the standards at KS3 map to GCSE performance;

The Assessment working party will continue to work on these over the next two years as the revised RECD begins to emerge.

# Pupils with SEN(D)

Julie Rourke

# What's next? Special Educational Needs

- A sub-committee of the working party has been set up and tasked with developing a version of *Standards* to be used to assess the learning of pupils with Special Educational Needs and Disabilities.
- The sub-committee has used the recommendations from *The Rochford Review* to develop a way of mapping the progress of pupils with SEND.

# What's next? Special Educational Needs

## *The Rochford Review:*

P scales Performance scales (P scales) were designed to sit below the level descriptors used to assess the old national curriculum. It is currently a statutory requirement to use P scales to assess and report the attainment of pupils with SEND who are not working at the standard of mainstream statutory assessments.

... it would be better to stop using them and develop a new approach to assessment that is more appropriate for the varying needs of pupils working below the standard of national curriculum tests, better aligned with the new national curriculum, and allows for more fluid progression onto wider forms of statutory national assessment.

### **BACKGROUND**

The **P Scales** are differentiated performance criteria which provide a chart of progression in Religious Education for pupils with SPECIFIC educational needs with a range of learning disabilities and difficulties who are working below the expected standards. They apply in both special and main stream schools.

**Levels P1-P3** show the earliest levels of attainment common across all subjects.

They address basic, generic skills.

**Levels P4-P8** show Religious Education-related attainment.

These checklists, customised for use in Catholic schools and colleges, break down the P Scale levels still further, identifying the very small incremental steps.

The checklist enables the teacher to recognise and record these small attainments.

# What's next? Exploring and testing the tool

- Those dioceses that piloted *Standards* asked schools to explore ways in which it could be used to:
  - give meaningful feedback to pupils about next steps in learning;
  - populate school based progress and data-tracking mechanisms;
  - report to parents and other stakeholders.
- The approval for the interim use of *Standards* now allows any diocese that wishes to be part of this ongoing exploration of this new assessment tool and its potential.

# Exemplars

Generating exemplars

Sarah Feist

# Exemplars

- Schools were asked to upload work in the hope that exemplar pieces could be identified to exemplify each standard.
- Given the diversity of practice nationally this proved to be more difficult than envisaged.
- Therefore, we are proposing to embark on a project specifically to generate exemplar materials.
- The following are the cover sheets that will ensure a parity of approach and so generate exemplars that will be useful to all schools, irrespective of programme used.
- We will be inviting responses throughout and encourage as many dioceses to be involved as possible.

# Exemplar cover sheets

**Age Phase 3-5**  
 This is an example of a pupil's work showing:

- 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.

*Highlight as appropriate*

*These standards can be shown through a variety of forms e.g. teacher observations, photographs, class discussion, filming, 'Tapestry' '2 simple', artwork etc. and when appropriate written work.*

<b>Date:</b>	
<b>Diocese:</b>	
<b>School:</b>	
<b>Year group:</b>	
<b>Scheme/programme:</b>	
<b>Topic/theme:</b>	
<b>Context:</b> <i>Description of task</i>	
<i>Level of support provided</i>	None      Minimal      Moderate      High
<i>Resources used to support task</i>	<i>Highlight as appropriate</i>
<b>Teacher's comments:</b>	

**Age Phase 7-9**  
 This is an example of a pupil's work showing:

- 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.

*Highlight as appropriate*

<b>Date:</b>	
<b>Diocese:</b>	
<b>School:</b>	
<b>Year group:</b>	
<b>Scheme/programme:</b>	
<b>Topic/theme:</b>	
<b>Context:</b> <i>Description of task</i>	
<i>Level of support provided</i>	None      Minimal      Moderate      High
<i>Resources used to support task</i>	<i>Highlight as appropriate</i>
<b>Teacher's comments:</b>	

**Age Phase 5-7**  
 This is an example of work showing:

- Say what they wonder about.
- Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer.
- Talk about their own feelings, experiences and things that matter to them.
- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.

*These standards can be shown through a variety of forms e.g. teacher observations, photographs, class discussion, journaling, artwork etc.*

<b>Date:</b>	
<b>Diocese:</b>	
<b>School:</b>	
<b>Year group:</b>	
<b>Scheme/programme:</b>	
<b>Topic/theme:</b>	
<b>Context:</b> <i>Description of task</i>	
<i>Level of support provided</i>	None      Minimal      Moderate      High
<i>Resources used to support task</i>	<i>Highlight as appropriate</i>
<b>Teacher's comments:</b>	



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July 2018

NATIONAL BOARD OF RELIGIOUS  
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