

Saint Clare’s Catholic Primary School - Standards for Primary Religious Education

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

	Skill areas	3-5	5-7	7-9	9-11
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>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.</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 how people act in a particular way because of their beliefs.</li><li>Listen and talk about key figures in the history of the People of God.</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 how people behave in the local, national and universal church community.</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>	<ul style="list-style-type: none"><li>Recognise religious stories</li><li>Retell, in any form, a narrative that corresponds to the scripture source used</li><li>Recognise religious beliefs</li><li>Describe some religious beliefs</li><li>Recognise that people act in a particular way because of their beliefs</li><li>Describe some of the actions and choices of believers that arise because of their belief</li><li>Recognise key figures in the history of the People of God</li><li>Describe the life and work of some key figures in the history of the People of God</li><li>Recognise key people in the local, national and universal Church</li><li>Describe different roles of some people in the local, national and universal Church</li><li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li><li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li></ul>	<ul style="list-style-type: none"><li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li><li>Describe, with increasing detail and accuracy:<ul style="list-style-type: none"><li>a range of religious beliefs</li><li>those actions of believers which arise as a consequence of their beliefs</li><li>the life and work of key figures in the history of the People of God</li><li>different roles of people in the local, national and universal Church</li><li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li></ul>	<ul style="list-style-type: none"><li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li><li>Show knowledge and understanding of:<ul style="list-style-type: none"><li>a range of religious beliefs</li><li>those actions of believers which arise as a consequence of their beliefs</li><li>the life and work of key figures in the history of the People of God</li><li>what it means to belong to a church community</li><li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li></ul>
	Making Links and Connections			<ul style="list-style-type: none"><li>Make links between:<ul style="list-style-type: none"><li>beliefs and sources, giving reasons for beliefs</li><li>beliefs and worship, giving reasons for actions and symbols</li><li>beliefs and life, giving reasons for actions and choices</li></ul></li></ul>	<ul style="list-style-type: none"><li>Show understanding of, by making links between:<ul style="list-style-type: none"><li>beliefs and sources</li><li>beliefs and worship</li><li>beliefs and life</li></ul></li></ul>
	Historical Development				
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"><li>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>	<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>Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events.</li></ul>	<ul style="list-style-type: none"><li>Say what they wonder about</li><li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li></ul>	<ul style="list-style-type: none"><li>Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li></ul>	<ul style="list-style-type: none"><li>Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li></ul>
	Beliefs and Values	<ul style="list-style-type: none"><li>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>	<ul style="list-style-type: none"><li>Talk about their own feelings, experiences and the things that matter to them</li><li>Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them</li></ul>	<ul style="list-style-type: none"><li>Make links to show how feelings and beliefs affect their behaviour and that of others</li></ul>	<ul style="list-style-type: none"><li>Show understanding of how own and other’s decisions are informed by beliefs and moral values</li></ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence			<ul style="list-style-type: none"><li>Use a given source to support a point of view</li></ul>	<ul style="list-style-type: none"><li>Use sources to support a point of view</li></ul>
	Construct Arguments			<ul style="list-style-type: none"><li>Express a point of view</li></ul>	<ul style="list-style-type: none"><li>Express a point of view and give reasons for it</li></ul>
	Make Judgements			<ul style="list-style-type: none"><li>Express a preference</li></ul>	<ul style="list-style-type: none"><li>Arrive at judgements</li></ul>
	Recognise Diversity				<ul style="list-style-type: none"><li>Recognise difference, comparing and contrasting different points of view.</li></ul>
	Analyse and Deconstruct				