

# INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION - Arundel & Brighton



|                                  |   | KNOWLEDGE & UNDERSTANDING<br>(Learning about)   |                              |                |                       | ENGAGEMENT & RESPONSE (Learning from)   |                  |
|----------------------------------|---|---|------------------------------|----------------|-----------------------|---|------------------|
| EYFS                             | Age 4-5   | Developing knowledge and understanding  | Making Links and connections | Historical Dev | Specialist Vocabulary | Meaning and Purpose   | Beliefs & Values |
| Working Towards Age Related<br>- | <b>BEGINNING TO RECOGNISE</b><br>Begin to listen to and begin to talk about | 40 – 60 months EYFS statements linked to Come & See Topics but taken from the RE Curriculum Directory 2012.<br>Revelation – The Church – Celebration – Life in Christ<br><b>For those schools who do not use the Come &amp; See Programme these statements are based on what teachers enable pupils to learn and are transferable between RE programmes.</b>  |                              |                |                       | <ul style="list-style-type: none"> <li>Begin to answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>Begin to say what they wonder about.</li> <li>Begin to ask wondering questions about all areas of study and recognise that some questions are difficult to answer.</li> </ul>   |                  |
| Age Related<br>=                 | <b>RECOGNISE and TALK ABOUT</b>   | <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>Begin to 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>Begin to 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 in relation to places they have read or heard about family, church communities and religious stories.</li> <li>Begin to 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> <li>Recognise, begin to decode and talk about key religious words appropriate to their age and stage of development.</li> </ul> |                              |                |                       | <ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <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> <li>Begin to say what they wonder about</li> <li>Begin to ask wondering questions about all areas of study.</li> <li>Begin to talk about their own feelings, experiences and the things that matter to them.</li> <li>Begin to ask and respond to questions about their own and others' feelings, experiences and things that matter to them.</li> </ul> |                  |
| Working Above Age Related<br>+   | <b>RECOGNISE and begin to RETELL</b>  | <ul style="list-style-type: none"> <li>Recognise religious stories.</li> <li>Begin to retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>Begin to recognise religious beliefs.</li> <li>Recognise that people act in a particular way because of their beliefs.</li> <li>Recognise key people in the local, national and universal Church.</li> <li>Begin to recognise key figures in the history of the people of God.</li> <li>Recognise and begin to use key religious words and phrases.</li> </ul>   |                              |                |                       | <ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about Religious stories and Scripture sources.</li> <li>Begin to recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> </ul>  |                  |
|                                  |   | KNOWLEDGE & UNDERSTANDING   |                              |                |                       | ENGAGEMENT &  |                  |

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|                                  |                               | (Learning About)  |                              |                |                       | RESPONSE (learning from)  |                  |
|----------------------------------|-------------------------------|---|------------------------------|----------------|-----------------------|---|------------------|
| Yr 1                             | Age 5-6                       | Developing knowledge and understanding  | Making Links and connections | Historical Dev | Specialist Vocabulary | Meaning and Purpose   | Beliefs & Values |
| Working Towards Age Related<br>- | RECOGNISE and begin to RETELL | <ul style="list-style-type: none"> <li>Recognise religious stories.</li> <li>Begin to retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>Begin to recognise religious beliefs.</li> <li>Recognise that people act in a particular way because of their beliefs.</li> <li>Recognise key people in the local, national and universal Church.</li> <li>Begin to recognise key figures in the history of the people of God.</li> <li>Recognise and begin to use key religious words and phrases.</li> </ul>   |                              |                |                       | <ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about Religious stories and Scripture sources.</li> <li>Begin to recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> </ul>  |                  |
| Age Related<br>=                 | RETELL with some accuracy     | <ul style="list-style-type: none"> <li>Retell a religious story in any form, identifying people, place and begin to sequence.</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>Retell what they know about people in the local, national and universal church.</li> <li>Retell what they know about key figures in the history of the people of God.</li> <li>Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism.</li> <li>Use some given religious words and phrases, in context.</li> </ul>  |                              |                |                       | <ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> <li>Ask questions about their own and others' feelings, experiences and things that matter to them.</li> </ul> |                  |
| Working Above Age related<br>+   | Begin to / DESCRIBE           | <ul style="list-style-type: none"> <li>Begin to describe how people act in a particular way because of their beliefs.</li> <li>Begin to describe some of the actions and choices of believers that arise because of their beliefs.</li> <li>Begin to describe the life and work of some key figures in the history of the People of God.</li> <li>Begin to describe different roles of some people in the local, national and universal Church.</li> <li>Begin to describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism.</li> <li>Begin to describe key characters and events (in correct sequence), in stories from scripture that have been simplified.</li> <li>Use religious words and phrases, in context, with some accuracy.</li> </ul> |                              |                |                       | <ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> <li>Ask questions about their own and others' feelings, experiences and things that matter to them.</li> </ul> |                  |

|  |  |   |                                    |                       |
|--|--|---|------------------------------------|-----------------------|
|  |  | KNOWLEDGE & UNDERSTANDING<br>(Learning About) | ENGAGEMENT &<br>RESPONSE (learning | ANALYSIS & EVALUATION |
|--|--|---|------------------------------------|-----------------------|

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| Yr 2                        | Age 6-7                            |   |                              |                        |                       | from)  |                  |   |                     |                 |                     |                         |
|-----------------------------|------------------------------------|---|------------------------------|------------------------|-----------------------|--|------------------|---|---------------------|-----------------|---------------------|-------------------------|
|                             |                                    | Developing knowledge & Understanding  | Making Links and Connections | Historical Development | Specialist Vocabulary | Meaning and Purpose  | Beliefs & Values | Use of sources as evidence  | Construct arguments | Make judgements | Recognise diversity | Analyse and deconstruct |
| Working Towards Age Related | RETELL with some accuracy          | <ul style="list-style-type: none"> <li>Retell a religious story in any form, identifying people, place and begin to sequence.</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>Retell what they know about people in the local, national and universal church.</li> <li>Retell what they know about key figures in the history of the people of God.</li> <li>Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism.</li> <li>Use some given religious words and phrases, in context.</li> </ul>  |                              |                        |                       | <ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> <li>Ask questions about their own and others' feelings, experiences and things that matter to them.</li> </ul>                |                  |   |                     |                 |                     |                         |
| Age Related =               | DESCRIBE with some accuracy        | <ul style="list-style-type: none"> <li>Describe, with some accuracy, how people act in a particular way because of their beliefs.</li> <li>Describe, with some accuracy, some of the actions and choices of believers that arise because of their beliefs.</li> <li>Describe, with some accuracy, the life and work of some key figures in the history of the People of God.</li> <li>Describe, with some accuracy, different roles of some people in the local, national and universal Church.</li> <li>Describe, with some accuracy, some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism.</li> <li>Describe, with some accuracy, key characters and events (in correct sequence), in stories from scripture that have been simplified.</li> <li>Use religious words and phrases, in context, with some accuracy.</li> </ul> |                              |                        |                       | <ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <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> |                  |   |                     |                 |                     |                         |
| Working Above Age related + | DESCRIBE and begin to GIVE REASONS | <ul style="list-style-type: none"> <li>Describe key characters and places in a religious story <b>beginning to give reasons</b> for their actions.</li> <li>Describe the life and work of some key figures in the history of the People of God <b>beginning to give reasons</b> for their actions.</li> <li>Describe different roles of some people in the local, national and universal Church <b>beginning to give reasons</b> for their actions.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism, <b>beginning to give reasons</b> for these.</li> <li>Use religious words and phrases, in context, with accuracy.</li> </ul>  |                              |                        |                       | <ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <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>Begin to express a point of view or a preference.</li> </ul> |                     |                 |                     |                         |
|                             |                                    | KNOWLEDGE & UNDERSTANDING (Learning About)  |                              |                        |                       | ENGAGEMENT & RESPONSE (learning from)  |                  | ANALYSIS AND EVALUATION   |                     |                 |                     |                         |
| Yr 3                        | Age 7-8                            | Developing knowledge and understanding  | Making Links and connections | Historical Dev         | Specialist Vocabulary | Meaning and Purpose  | Beliefs & Values | Use of sources as evidence  | Construct arguments | Make judgements | Recognise diversity | Analyse and deconstruct |

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|----------------------------------|------------------------------------|--|------------------------------|----------------|-----------------------|--|------------------|--|---------------------|-----------------|---------------------|-------------------------|
| Working Towards Age Related<br>- | DESCRIBE and begin to GIVE REASONS | <ul style="list-style-type: none"><li>• Retell and describe a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li><li>• Describe key characters and places in a religious story beginning to give reasons for their actions.</li><li>• Describe the life and work of some key figures in the history of the People of God beginning to give reasons for their actions.</li><li>• Describe different roles of some people in the local, national and universal Church beginning to give reasons for their actions.</li><li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism and begin to give reasons for these.</li><li>• Use religious words and phrases, in context, with accuracy.</li></ul>  |                              |                |                       | <ul style="list-style-type: none"><li>• Say what they wonder about.</li><li>• Ask wondering questions about all areas of study.</li><li>• Recognise that some questions are difficult to answer.</li><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>• Begin to express a point of view or a preference.</li></ul>  |                     |                 |                     |                         |
| Age Related<br>=                 | DESCRIBE and GIVE REASONS          | <ul style="list-style-type: none"><li>• Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used.</li><li>• Describe with some detail and accuracy<ul style="list-style-type: none"><li>○ a range of religious beliefs and give reasons for these</li><li>○ the life and work of key figures in the history of the people of God giving reasons for their actions.</li><li>○ the different roles of people in the local, national and universal Church giving reasons for their actions.</li><li>○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these.</li><li>○ those actions of believers which arise as a consequence of their beliefs, giving reasons for these.</li></ul></li><li>• Use a wider range of religious vocabulary with some accuracy</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>• Begin to express a point of view or a preference.</li><li>• Begin to use sources provided (artefacts, religious books, symbols) as evidence.</li></ul> |                     |                 |                     |                         |
| Working above Age related<br>+   | MAKE LINKS & CONNECTIONS           | <ul style="list-style-type: none"><li>• Make links between<ul style="list-style-type: none"><li>○ Beliefs &amp; sources, giving reasons for beliefs</li><li>○ Beliefs &amp; worship, giving reasons for actions and symbols</li><li>○ Beliefs &amp; life, giving reasons for actions and choices</li></ul></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>• Express a point of view or preference</li><li>• Begin to make links to sources to support a point of view.</li></ul>                                   |                     |                 |                     |                         |
|                                  |                                    | KNOWLEDGE & UNDERSTANDING (Learning About)   |                              |                |                       | ENGAGEMENT & RESPONSE (learning from)  |                  | ANALYSIS AND EVALUATION  |                     |                 |                     |                         |
| Yr 4                             | Age 8-9                            | Developing knowledge and understanding   | Making Links and connections | Historical Dev | Specialist Vocabulary | Meaning and Purpose  | Beliefs & Values | Use of sources as evidence   | Construct arguments | Make judgements | Recognise diversity | Analyse and deconstruct |

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|                                  |                                       |  |                              |                |                       |   |  |                            |                     |                 |                     |                         |
|----------------------------------|---------------------------------------|--|------------------------------|----------------|-----------------------|---|--|----------------------------|---------------------|-----------------|---------------------|-------------------------|
| Working towards Age Related<br>- | DESCRIBE and GIVE REASONS             | <ul style="list-style-type: none"><li>Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used.</li><li>Describe with some detail and accuracy:<ul style="list-style-type: none"><li>a range of religious beliefs and give reasons for these</li><li>the life and work of key figures in the history of the people of God giving reasons for their actions.</li><li>the different roles of people in the local, national and universal Church giving reasons for their actions.</li><li>religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these.</li><li>those actions of believers which arise as a consequence of their beliefs, giving reasons for these.</li></ul></li><li>Use a range of religious vocabulary with some accuracy</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>Begin to express a point of view or a preference.</li><li>Begin to use sources provided (artefacts, religious books, symbols) as evidence.</li></ul>   |                            |                     |                 |                     |                         |
| Age Related<br>=                 | DESCRIBE and MAKE LINKS & CONNECTIONS | <ul style="list-style-type: none"><li>Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used.</li><li>Describe with increasing detail and accuracy:<ul style="list-style-type: none"><li>a range of religious beliefs and where possible make links and connections.</li><li>the life and work of key figures in the history of the people of God making links and connections between them where possible.</li><li>the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible.</li><li>religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible.</li><li>those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible.</li></ul></li><li>Make links between:<ul style="list-style-type: none"><li>beliefs &amp; sources, giving reasons for beliefs</li><li>beliefs &amp; worship, giving reasons for actions and symbols</li><li>beliefs &amp; life, giving reasons for actions and choices</li></ul></li><li>Use a range of religious vocabulary with accuracy</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><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>Use a given source to support a point of view</li><li>Express a point of view</li><li>Express a preference</li></ul>   |                            |                     |                 |                     |                         |
| Working Above Age related<br>+   | SHOW KNOWLEDGE and UNDERSTANDING      | <ul style="list-style-type: none"><li>Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used.</li><li>Show knowledge and understanding of, by making links between:<ul style="list-style-type: none"><li>beliefs &amp; sources</li><li>beliefs &amp; worship</li><li>beliefs &amp; life</li></ul></li><li>Use a range of religious vocabulary more widely and accurately</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>   | <ul style="list-style-type: none"><li>Use more than one source to support a point of view.</li><li>Express a point of view and begin to give reasons for it.</li><li>Begin to arrive at judgements.</li><li>Begin to recognise difference, comparing and contrasting different points of view.</li></ul> |                            |                     |                 |                     |                         |
|                                  |                                       | KNOWLEDGE & UNDERSTANDING (Learning About)   |                              |                |                       | ENGAGEMENT & RESPONSE (learning from)   | ANALYSIS AND EVALUATION  |                            |                     |                 |                     |                         |
| Yr 5                             | Age 9-10                              | Developing knowledge and understanding   | Making Links and connections | Historical Dev | Specialist Vocabulary | Meaning and Purpose   | Beliefs & Values   | Use of sources as evidence | Construct arguments | Make judgements | Recognise diversity | Analyse and deconstruct |
|                                  |                                       | <ul style="list-style-type: none"><li>Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used.</li></ul>   |                              |                |                       | <ul style="list-style-type: none"><li>Ask and respond to questions about their</li></ul>  | <ul style="list-style-type: none"><li>Use a given source to support a point of view</li><li>Express a point of view</li></ul>  |                            |                     |                 |                     |                         |

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|                                  |                                       |  |                              |                |                       |   |  |                            |                     |                 |                     |                         |
|----------------------------------|---------------------------------------|--|------------------------------|----------------|-----------------------|---|--|----------------------------|---------------------|-----------------|---------------------|-------------------------|
| Working Towards Age Related<br>- | DESCRIBE and MAKE LINKS & CONNECTIONS | <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 and where possible <b>make links and connections</b>.</li><li>the life and work of key figures in the history of the people of God <b>making links and connections</b> between them where possible.</li><li>the different roles of people in the local, national and universal Church, their actions and <b>making links and connections</b> between them where possible.</li><li>religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and <b>making links and connections</b> between them where possible.</li><li>those actions of believers which arise as a consequence of their beliefs, <b>making links and connections</b> between them where possible.</li></ul></li><li>Make links between:<ul style="list-style-type: none"><li>beliefs &amp; sources, giving reasons for beliefs</li><li>beliefs &amp; worship, giving reasons for actions and symbols</li><li>beliefs &amp; life, giving reasons for actions and choices</li></ul></li><li>Use a range of religious vocabulary with accuracy</li></ul> |                              |                |                       | own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose <ul style="list-style-type: none"><li>Make links to show how feelings and beliefs affect their behaviour and that of others</li></ul>                                      | Express a preference   |                            |                     |                 |                     |                         |
| Age Related<br>=                 | SHOW KNOWLEDGE and UNDERSTANDING      | <ul style="list-style-type: none"><li>Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used.</li><li>Show knowledge and understanding of, by making links between:<ul style="list-style-type: none"><li>beliefs &amp; sources; beliefs &amp; worship; beliefs &amp; life</li></ul></li><li>Use a range of religious vocabulary more widely and accurately</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>   | <ul style="list-style-type: none"><li>Use more than one source to support a point of view.</li><li>Express a point of view and begin to give reasons for it.</li><li>Begin to arrive at judgements.</li><li>Begin to recognise difference, comparing and contrasting different points of view.</li></ul> |                            |                     |                 |                     |                         |
| Working Above Age related<br>+   | SHOW KNOWLEDGE and UNDERSTANDING      | <ul style="list-style-type: none"><li>Show knowledge and understanding of:<ul style="list-style-type: none"><li>a range of religious beliefs</li><li>a range of scripture</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 those actions of believers which arise as a consequence of their beliefs</li></ul></li><li>Show knowledge and understanding, providing detail and links between:<ul style="list-style-type: none"><li>beliefs &amp; sources; beliefs &amp; worship; beliefs &amp; life</li></ul></li><li>Use a range of religious vocabulary widely, accurately and appropriately</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><li>Show an 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 sources to support a point of view</li><li>Express a point of view and give reasons for it</li><li>Arrive at judgements</li><li>Recognise difference, comparing and contrasting different points of view.</li></ul>  |                            |                     |                 |                     |                         |
|                                  |                                       | KNOWLEDGE & UNDERSTANDING (Learning About)   |                              |                |                       | ENGAGEMENT & RESPONSE (learning from)   |  | ANALYSIS AND EVALUATION    |                     |                 |                     |                         |
| Yr 6                             | Age 10-11                             | Developing knowledge and understanding   | Making Links and connections | Historical Dev | Specialist Vocabulary | Meaning and Purpose   | Beliefs & Values   | Use of sources as evidence | Construct arguments | Make judgements | Recognise diversity | Analyse and deconstruct |
| Working Towards Age Related<br>- |                                       | <ul style="list-style-type: none"><li>Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used.</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</li></ul>   | <ul style="list-style-type: none"><li>Use more than one source to support a point of view.</li><li>Express a point of view and begin to give reasons for it.</li><li>Begin to arrive at judgements.</li><li>Begin to recognise difference, comparing and contrasting different points of view.</li></ul> |                            |                     |                 |                     |                         |

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|                                   |  |   |  |  |
|-----------------------------------|--|---|--|--|
|                                   | <b>SHOW KNOWLEDGE and UNDERSTANDING</b>            | <ul style="list-style-type: none"> <li>• <b>Show knowledge and understanding of</b>, by making links between: <ul style="list-style-type: none"> <li>◦ beliefs &amp; sources; beliefs &amp; worship; beliefs &amp; life</li> </ul> </li> <li>• Use a range of religious vocabulary more widely and accurately</li> </ul>  | meaning and purpose  |  |
| Age Related<br>=                  | <b>SHOW increasing KNOWLEDGE and UNDERSTANDING</b> | <ul style="list-style-type: none"> <li>• <b>Show increasing knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>◦ a range of religious beliefs</li> <li>◦ a range of scripture</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 signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> <li>• <b>Show increasing knowledge and understanding</b>, providing detail and links between: <ul style="list-style-type: none"> <li>◦ beliefs &amp; sources; beliefs &amp; worship; beliefs &amp; life</li> </ul> </li> <li>• Use a range of religious vocabulary widely, accurately and appropriately</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> <li>• Show an 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 sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> </ul>   |
| Working Above<br>Age related<br>+ | <b>EXPLAIN using evidence</b>                      | <ul style="list-style-type: none"> <li>◦ <b>Explain</b> the meaning and purpose of a range of scripture passages.</li> <li>◦ <b>Explain</b> using multiple sources as evidence, at least two of the following: <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 signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> <li>◦ <b>Explain</b> by providing detail the links between: <ul style="list-style-type: none"> <li>◦ beliefs &amp; sources; beliefs &amp; worship; beliefs &amp; life</li> </ul> </li> <li>◦ Use a developing religious vocabulary widely, accurately and appropriately</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> <li>• Show an 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 sources to support a point of view</li> <li>• Debate a point of view showing an awareness of different views</li> <li>• Arrive at judgements and begin to provide evidence</li> <li>• Recognise difference; divergent views and practices within and between religions</li> </ul> |