THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

		KNOWLEDGE & UNDERSTANDING (Learning about)				ENGAGEMENT & RESPONSE (Learning from)	
EYFS	Age 4-5	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values
Working Towards Age Related -	BEGINNING TO RECOGNISE Begin to listen to and begin to talk about	40 – 60 months EYFS statements linked to Come & See Topics but taken from the RE Curriculum Directory 2012. Revelation – The Church – Celebration – Life in Christ For those schools who do not use the Come & See Programme these statements are based on what teachers enable pupils to learn and are transferable between RE programmes.				• Begin to answer 'how' and 'why' questions about their experiences and in response to religious stories or events. • Begin to say what they wonder about. • Begin to ask wondering questions about all areas of study and recognise that some questions are difficult to answer.	
Age Related -	RECOGNISE and TALK ABOUT	• Listen to and talk about religious stories and respond to what they hear with relevant comments. • Sing songs; make music and dance to express religious stories. • Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. • Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. • Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. • Begin to read and understand simple sentences from scripture or from their own religious stories. • Share religious stories they have heard and read with others. • Begin to write simple sentences about religious stories using phrases or words which can be read by themselves and others. • Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. • Begin to write simple sentences about religious stories, using phrases or words which can be read by themselves and others. • Listen, talk about and role play how people act in a particular way because of their beliefs. • Listen and talk about key figures in the history of the People of God.				• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. • Show sensitivity to others' needs and feelings. • Talk about how they and others show feelings. • Confidently speak in a familiar group and talk about their ideas. • Express themselves effectively, showing awareness of listeners' needs. • Give their attention to what others say and respond appropriately. • Talk about their own and others' behaviour and its consequences. • Talk about past and present events in their own lives and in the lives of family members. • Know that other children don't always enjoy and share the same feelings and are sensitive to this. • Begin to say what they wonder about	

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

<table>
<tr><td></td><td></td><td colspan="4">

- Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.
- Listen talk about and role play how people behave in the local, national and universal church community.
- Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.
- Recognise, begin to decode and talk about key religious words appropriate to their age and stage of development.

</td><td>

- Begin to ask wondering questions about all areas of study.
- Begin to talk about their own feelings, experiences and the things that matter to them.
- Begin to ask and respond to questions about their own and others' feelings, experiences and things that matter to them.

</td></tr>
<tr><td>Working Above Age Related
+</td><td>RECOGNISE and begin to RETELL</td><td colspan="4">

- Recognise religious stories.
- Begin to retell, in any form, a narrative that corresponds to the scripture source used.
- Begin to recognise religious beliefs.
- Recognise that people act in a particular way because of their beliefs.
- Recognise key people in the local, national and universal Church.
- Begin to recognise key figures in the history of the people of God.
- Recognise and begin to use key religious words and phrases.

</td><td>

- Say what they wonder about.
- Ask wondering questions about Religious stories and Scripture sources.
- Begin to recognise that some questions are difficult to answer.
- Talk about their own feelings, experiences and the things that matter to them.

</td></tr>
<tr><td></td><td></td><td colspan="4">KNOWLEDGE & UNDERSTANDING (Learning About)</td><td colspan="2">ENGAGEMENT & RESPONSE (learning from)</td></tr>
<tr><td>Yr 1</td><td>Age 5-6</td><td>Developing knowledge and understanding</td><td>Making Links and connections</td><td>Historical Dev</td><td>Specialist Vocabulary</td><td>Meaning and Purpose</td><td>Beliefs & Values</td></tr>
<tr><td>Working Towards Age Related
-</td><td>RECOGNISE and begin to RETELL</td><td colspan="4">

- **Recognise** religious stories.
- **Begin to retell,** in any form, a narrative that corresponds to the scripture source used.
- **Begin to recognise** religious beliefs.
- **Recognise** that people act in a particular way because of their beliefs.
- **Recognise** key people in the local, national and universal Church.
- **Begin to recognise** key figures in the history of the people of God.
- **Recognise** and begin to use key religious words and phrases.

</td><td>

- Say what they wonder about.
- Ask wondering questions about Religious stories and Scripture sources.
- Begin to recognise that some questions are difficult to answer.
- Talk about their own feelings, experiences and the things that matter to them.

</td></tr>
</table>

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

Age Related -	RETELL with some accuracy	• **Retell** a religious story in any form, identifying people, place and begin to sequence. • **Retell**, in any form, a narrative that corresponds to the scripture source used. • **Retell** what they know about people in the local, national and universal church. • **Retell** what they know about key figures in the history of the people of God. • **Retell**, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. • Use some given religious words and phrases, in context.	• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask questions about their own and others' feelings, experiences and things that matter to them.
Working Above Age related +	Begin to / DESCRIBE	• **Begin to describe** how people act in a particular way because of their beliefs. • **Begin to describe** some of the actions and choices of believers that arise because of their beliefs. • **Begin to describe** the life and work of some key figures in the history of the People of God. • **Begin to describe** different roles of some people in the local, national and universal Church. • **Begin to describe** some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism. • **Begin to describe** key characters and events (in correct sequence), in stories from scripture that have been simplified. • Use religious words and phrases, in context, with some accuracy.	• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask questions about their own and others' feelings, experiences and things that matter to them.

		KNOWLEDGE & UNDERSTANDING	ENGAGEMENT &	ANALYSIS & EVALUATION

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

		(Learning About)				RESPONSE (learning from)						
Yr 2	Age 6-7	Developing knowledge & Understanding	Making Links and Connections	Historical Development	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	RETELL with some accuracy	• **Retell** a religious story in any form, identifying people, place and begin to sequence. • **Retell**, in any form, a narrative that corresponds to the scripture source used. • **Retell** what they know about people in the local, national and universal church. • **Retell** what they know about key figures in the history of the people of God. • **Retell**, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. • Use some given religious words and phrases, in context.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask questions about their own and others' feelings, experiences and things that matter to them.						
Age Related -	DESCRIBE with some accuracy	• **Describe**, with some accuracy, how people act in a particular way because of their beliefs. • **Describe**, with some accuracy, some of the actions and choices of believers that arise because of their beliefs. • **Describe**, with some accuracy, the life and work of some key figures in the history of the People of God. • **Describe**, with some accuracy, different roles of some people in the local, national and universal Church. • **Describe**, with some accuracy, some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism. • **Describe**, with some accuracy, key characters and events (in correct sequence), in stories from scripture that have been simplified. • Use religious words and phrases, in context, with some accuracy.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.						

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

Working Above Age related +	DESCRIBE and begin to GIVE REASONS	• **Describe** key characters and places in a religious story **beginning to give reasons** for their actions. • **Describe** the life and work of some key figures in the history of the People of God **beginning to give reasons** for their actions. • **Describe** different roles of some people in the local, national and universal Church **beginning to give reasons** for their actions. • **Describe** some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism, **beginning to give reasons** for these. • Use religious words and phrases, in context, with accuracy.	• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.	• Begin to express a point of view or a preference.

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 3	Age 7-8	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	DESCRIBE and begin to GIVE REASONS	• **Retell and describe** a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. • **Describe** key characters and places in a religious story **beginning to give reasons** for their actions. • **Describe** the life and work of some key figures in the history of the People of God **beginning to give reasons** for their actions. • **Describe** different roles of some people in the local, national and universal Church **beginning to give reasons** for their actions.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.		• Begin to express a point of view or a preference.				

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

		• **Describe** some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism and **begin to give reasons** for these. • Use religious words and phrases, in context, with accuracy.		
Age Related =	DESCRIBE and GIVE REASONS	• **Describe** a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. • **Describe with some detail and accuracy** o a range of religious beliefs and **give reasons** for these o the life and work of key figures in the history of the people of God **giving reasons** for their actions. o the different roles of people in the local, national and universal Church **giving reasons** for their actions. o 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. o those actions of believers which arise as a consequence of their beliefs, **giving reasons** for these. • Use a wider range of religious vocabulary with some accuracy	• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.	• Begin to express a point of view or a preference. • Begin to use sources provided (artefacts, religious books, symbols) as evidence.
Working above Age related	MAKE LINKS & CONNECTIONS	• **Make links** between o Beliefs & sources, **giving reasons** for beliefs o Beliefs & worship, **giving reasons** for actions and symbols o Beliefs & life, **giving reasons** for actions and choices	• Make links to show how feelings and beliefs affect their behaviour and that of others.	• Express a point of view or preference • Begin to make links to sources to support a point of view.

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 4	Age 8-9	Developing knowledge and understanding	Making Links and connections	Historical Dev.	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working towards Age Related -	DESCRIBE and GIVE REASONS	• **Describe** a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. • **Describe with some detail and accuracy:** o a range of religious beliefs and **give reasons** for these o the life and work of key figures in the history of the people of God **giving reasons** for their actions. o the different roles of people in the local, national and universal Church **giving reasons** for their actions. o 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. o those actions of believers which arise as a consequence of their beliefs, **giving reasons** for these. • Use a range of religious vocabulary with some accuracy				• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.		• Begin to express a point of view or a preference. • Begin to use sources provided (artefacts, religious books, symbols) as evidence.				
Age Related -	DESCRIBE and MAKE LINKS & CONNECTIONS	• **Describe, with increasing detail,** a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. • **Describe with increasing detail and accuracy:** o a range of religious beliefs and where possible **make links and connections.** o the life and work of key figures in the history of the people of God **making links and connections** between them where possible. o the different roles of people in the local, national and universal Church, their actions and **making links and connections** between them where possible.				• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose • Make links to show how feelings and beliefs affect their behaviour and that of others		• Use a given source to support a point of view • Express a point of view • Express a preference				

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

<table>
<tr><td></td><td></td><td colspan="4">religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible.
those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible.
Make links between:
beliefs & sources, giving reasons for beliefs
beliefs & worship, giving reasons for actions and symbols
beliefs & life, giving reasons for actions and choices
Use a range of religious vocabulary with accuracy</td><td colspan="2"></td><td colspan="5"></td></tr>
<tr><td>Working Above Age related
+</td><td>SHOW KNOWLEDGE and UNDERSTANDING</td><td colspan="4">Show knowledge and understanding of a range of scripture passages that
are accurate in their sequence and that correspond to the scripture sources used.
Show knowledge and understanding of, by making links between:
beliefs & sources
beliefs & worship
beliefs & life
Use a range of religious vocabulary more widely and accurately</td><td colspan="2">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</td><td colspan="5">Use more than one source to support a point of view.
Express a point of view and begin to give reasons for it.
Begin to arrive at judgements.
Begin to recognise difference, comparing and contrasting different points of view.</td></tr>
<tr><td></td><td></td><td colspan="4">KNOWLEDGE & UNDERSTANDING (Learning About)</td><td colspan="2">ENGAGEMENT & RESPONSE (learning from)</td><td colspan="5">ANALYSIS AND EVALUATION</td></tr>
<tr><td>Yr 5</td><td>Age 9-10</td><td>Developing knowledge and understanding</td><td>Making Links and connections</td><td>Historical Dev.</td><td>Specialist Vocabulary</td><td>Meaning and Purpose</td><td>Beliefs & Values</td><td>Use of sources as evidence</td><td>Construct arguments</td><td>Make judgements</td><td>Recognise diversity</td><td>Analyse and deconstruct</td></tr>
<tr><td>Working Towards Age Related</td><td>DESCRIBE and</td><td colspan="4">Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used.
Describe with increasing detail and accuracy:
a range of religious beliefs and where possible make links and connections.</td><td colspan="2">Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to</td><td colspan="5">Use a given source to support a point of view
Express a point of view
Express a preference</td></tr>
</table>

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

-	MAKE LINKS & CONNECTIONS	○ the life and work of key figures in the history of the people of God **making links and connections** between them where possible. ○ the different roles of people in the local, national and universal Church, their actions and **making links and connections** between them where possible. ○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and **making links and connections** between them where possible. ○ those actions of believers which arise as a consequence of their beliefs, **making links and connections** between them where possible. • **Make links** between: ○ beliefs & sources, giving reasons for beliefs ○ beliefs & worship, giving reasons for actions and symbols ○ beliefs & life, giving reasons for actions and choices • Use a range of religious vocabulary with accuracy	questions of meaning and purpose • Make links to show how feelings and beliefs affect their behaviour and that of others	
Age Related -	SHOW KNOWLEDGE and UNDERSTANDING	• **Show knowledge and understanding of** a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. • **Show knowledge and understanding of,** by making links between: ○ beliefs & sources; beliefs & worship; beliefs & life • Use a range of religious vocabulary more widely and accurately	• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose	• Use more than one source to support a point of view. • Express a point of view and begin to give reasons for it. • Begin to arrive at judgements. • Begin to recognise difference, comparing and contrasting different points of view.
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	• **Show knowledge and understanding of:** ○ a range of religious beliefs ○ a range of scripture ○ the life and work of key figures in the history of the People of God ○ what it means to belong to a church community ○ religious symbols and the steps involved in religious actions and worship those actions of believers which arise as a consequence of their beliefs	• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose • Show an understanding of how own and other's decisions are informed by beliefs and moral values	• Use sources to support a point of view • Express a point of view and give reasons for it • Arrive at judgements • Recognise difference, comparing and contrasting different points of view.

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

		○ **Show knowledge and understanding,** providing detail and links between: ○ beliefs & sources; beliefs & worship; beliefs & life • Use a range of religious vocabulary widely, accurately and appropriately								
		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION		
Yr 6	Age 10-11	Developing knowledge and understanding	Making Links and connections	Historical Dev.	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	SHOW KNOWLEDGE and UNDERSTANDING	• **Show knowledge and understanding of** a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. • **Show knowledge and understanding of,** by making links between: ○ beliefs & sources; beliefs & worship; beliefs & life • Use a range of religious vocabulary more widely and accurately				• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose		• Use more than one source to support a point of view. • Express a point of view and begin to give reasons for it. • Begin to arrive at judgements. • Begin to recognise difference, comparing and contrasting different points of view.				
Age Related =	SHOW increasing KNOWLEDGE and UNDERSTANDING	• **Show increasing knowledge and understanding of:** ○ a range of religious beliefs ○ a range of scripture ○ the life and work of key figures in the history of the People of God ○ what it means to belong to a church community				• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose • Show an understanding of how own and other's decisions are informed		• Use sources to support a point of view • Express a point of view and give reasons for it • Arrive at judgements • Recognise difference, comparing and contrasting different points of view.				

THE CATHOLIC DIOCESE OF ARUNDEL & BRIGHTON EDUCATION SERVICE

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

		○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments • **Show increasing knowledge and understanding**, providing detail and links between: ○ beliefs & sources; beliefs & worship; beliefs & life • Use a range of religious vocabulary widely, accurately and appropriately	by beliefs and moral values	
Working Above Age related +	EXPLAIN **using evidence**	○ **Explain** the meaning and purpose of a range of scripture passages. ○ **Explain** using multiple sources as evidence, at least two of the following: ○ a range of religious beliefs ○ the life and work of key figures in the history of the People of God ○ what it means to belong to a church community ○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments ○ **Explain** by providing detail the links between: ○ beliefs & sources; beliefs & worship; beliefs & life ○ Use a developing religious vocabulary widely, accurately and appropriately	• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose • Show an understanding of how own and other's decisions are informed by beliefs and moral values	• Use sources to support a point of view • Debate a point of view showing an awareness of different views • Arrive at judgements and begin to provide evidence • Recognise difference; divergent views and practices within and between religions