

Religious Education Policy



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APPENDIX

1. Mission Statement

Cranmore's mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all pupils fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.

Philosophy:

The Cranmore is an independent Catholic school, which aims to place Christ at the Centre of our school by creating a caring Christian environment within which everyone is valued. The values of the Gospels are made explicit and we aim to show the pupils that being a Christian is worthwhile and by following Christ's teachings, life is happier for all.

As a Catholic school we recognise that we are a genuine and proper instrument of the church. Through its work it evangelizes, educates and contributes to the formation of a healthy and morally sound lifestyle among its members.

As a Catholic school we strive to realise a particular vision of education which is concerned not only with the teaching and learning of subjects but also forming its members in faith, for the education process is not simply a human activity. It is a genuine Christian journey towards perfection.

We aim to be a community where the values of the Gospels are made explicit and witnessed by the adults within it. It should possess an atmosphere enlivened by the gospel spirit of freedom and charity.

The curriculum in all its aspects must reflect the fact that Christ is the foundation of the whole educational enterprise.

The R.E Department sets out to recognise the potential, the talents and the gifts of each child in our care.

We aim through discussion to highlight these gifts and strengths and to enable the children to recognise and appreciate these gifts in others.

Through careful lesson planning, questioning and positive feedback we help all children to be involved and to feel they have a valuable role to play.

The values that come from the Beatitudes and that are rooted in Christ:

"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"

Values: Faithfulness & Integrity

"Blessed are those who mourn, for they shall be comforted"

Values: Dignity & Compassion

"Blessed are the meek, for they shall inherit the earth"

Values: Humility & Gentleness

"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"

Values: Truth & Justice

"Blessed are the merciful, for they shall obtain mercy"

Values: Forgiveness & Mercy

"Blessed are the pure in heart, for they will see God"

Values: Purity & Holiness

"Blessed are the peacemakers, for they shall be called children of God"

Values: Tolerance & Peace

“Blessed are those who are persecuted for righteousness’ sake, for theirs is the kingdom of heaven. Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way”

Values: Service & Sacrifice

2. Introduction

Religious education is the centre of our existence as a Catholic school and is a core part of our curriculum. We place a high value on creating an atmosphere of welcome in the school. The religious education at Cranmore is based on sound educational principles suited to the age and ability of the children. The programme is supported and enhanced by the school ethos.

Through our religious education programme and policy on worship we stress a personal spiritual life, an acceptance of objective moral norms and a strong sense of social responsibility. It is within this framework that the aims of our policy are derived.

“...Religious Education is not one subject amongst many but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life.” (Bishops Conference of England and Wales 1988)

“For the teacher does not write on inanimate material, but on the very spirits of human beings.” (The Catholic School on the Threshold of the Third Millennium 1998)

Our Mission Statement is central to the life of our school. All members of the school community are encouraged to think of ways in which they can strive to live out the Mission Statement in their everyday lives.

3. Rationale of Religious Education

The primary purpose of Catholic Religious Education is to come to know and understand God’s revelation which is fulfilled in the person of Jesus Christ...In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. This revelation is known through the scriptures and the tradition of the Church as taught by the Magisterium. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church.¹

- Religious Education is a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ,

¹ *Religious Education Curriculum Directory*, Catholic Bishops’ Conference, 2012, p. 3

the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.²

- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.³

4. Aims

1. To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
4. To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
5. To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
6. To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
8. To bring clarity to the relationship between faith and life, and between faith and culture.⁴

5. Programme of Study

Pupils follow the Come and See programme throughout Key Stage 1 and 2. In Key Stage 3 they progress onto the ISEB Common Entrance Roman Catholic Syllabus B which is enriched by The Way, The Truth and The Life Series.

This ensures a clear progression throughout the school and that each pupil is prepared for CE and Scholarship.

² Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

³ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

⁴ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

The CTS syllabus is based on the Religious Education Curriculum Directory for Catholic Schools.

The Scholarship programme of Study is based upon the Common Entrance Syllabus but is supplemented by the Common Academic Scholarship Course and individual senior school expectations.

Through this programme pupils will develop: Wisdom, understanding, Knowledge, Right Judgment, Courage, Reverence, Awe & Wonder. These headings were chosen to make an association with the Holy Spirit, identified in scripture and Catholic traditions as signs of growth and maturity.

Curriculum time allocation:

Pupils receive 2 lessons of 35 minutes a week in RE.

We recognise the Bishops' Conference recommendations that 10% of curriculum time is allocated to Religious Education. However, due to the nature of Cranmore we do not fulfil this. We have sought to promote Catholicism across the Curriculum.

Process

Our starting point in Religious Education is **Revelation**. God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

From revelation we move onto Church; in other words, we consider how revelation gives life to the Church. The Church is the bearer of God's revelation and the means by which human beings live out their response to revelation, enlivened by the Holy Spirit.

From here we focus on two aspects of the Church's response to God's revelation; Celebration – the liturgical and sacramental life of the Church and Life in Christ – the moral life and the pursuit of holiness.

However, attempts to make clear connections between the truths of faith and the pupils' experience of life are essential.⁵

Methodology

Teaching in Religious Education should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible. It 'serves in the examination and acceptance of the truths which are contained in the deposit of Revelation.'⁶

⁵ *The Way, the Truth & the Life, Teacher Book 4*, CTS, 2004, p. 4

⁶ *Briefing*, 26 May 1994, quoting *General Directory for Catechesis*, 74b

Through our programme of study and the skills developed it is intended to enable pupils to develop their understanding of the mysteries of faith and God. Through this they will begin to discover more of God their neighbours and themselves.

Through this programme pupils will develop: Wisdom, understanding, Knowledge, Right Judgment, Courage, Reverence, Awe & Wonder. These headings were chosen to make an association with the Holy Spirit, identified in scripture and Catholic traditions as signs of growth and maturity.

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

General Skills to be taught:

R.E. involves pupils not only in the attainment of knowledge and understanding but also in the acquisition and deployment of skills. The acquisition of skills is essential as a means of increasing knowledge and understanding.

Within RE we aim to help pupils develop the following skill set:

- Retell
- Describe
- Investigate
- Interpret
- Communicate
- Critically analyse
- Evaluate

We use the following **DRIVER** words to encourage progression and assess pupils' levels:

- Recognise
- Retell and Describe
- Make links
- Give reasons and examples
- Show understanding
- Recognise similarities and difference
- Express, evaluate and explain
- Explore and demonstrate

6. Assessment, Monitoring, Recording and Reporting

Junior Department

- Each class teacher (or the teacher who delivers the lesson if that is someone other than the class teacher) is responsible for the marking of work. Marking is carried out in accordance with the school guidelines (see Assessment, Marking and Recording Policy).

- Junior pupils are given specific assessment tasks at regular intervals throughout the year
- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment document agreed by the Bishops' Conference
- Each teacher keeps a class record of each pupil's assessed work and records of pupils' progress.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Monitoring of Religious Education takes place throughout the year and takes the form of lesson observations, book reviews, review of displays, curriculum coverage review, resource audit and allocation.

Senior Department

- Each class teacher is responsible for the marking of work. Marking is carried out in accordance with the school guidelines (see Assessment, Marking and Recording Policy).
- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference and by the Common Entrance Syllabus B guidelines.
- Pupils in the Senior Department receive an Attainment grade each half-term and this attainment grade is linked to the RE Attainment Levels.
- Each teacher keeps a class record of assessed work and records of pupils' progress. Staff are to begin logging marks on iSAMS.
- Monitoring of teaching and learning Progress and achievement in Religious Education is reported to parents/carers in a written report each academic year.
- All aspects of Religious Education are monitored throughout the academic year and follows the guidelines offered by the Diocese of Arundel and Brighton.
- This document recognises that there is a new Assessment standards and Model being started in the diocese and will aim to implement this.

Marking of RE

Junior and Senior Department:

Teachers aim to acknowledge and mark work in a timely manner and give appropriate feedback Teachers ensure that work is completed at an appropriately high standard. Marking is carried out in accordance with the school guidelines (see Assessment, Marking and Recording Policy). Occasionally marking should contain a formative comment to direct pupils in how they can improve.

Merits may be given for effort, for excellence in a single piece of work or test, for continued good work in class or for improvements in standards.

Careful consideration is given to children's verbal responses, particularly in class and group discussions, their willingness to contribute ideas and relevant material and the quality of their written work when retelling and interpreting stories.

Assessment is ongoing and can take the form of observations by teachers, self-assessment by students, and completion of appropriate tasks. There is one formal assessment or test

each term, with two in the Christmas term. These assessment tasks inform the teacher assessment which is completed half-terminally after each unit.

All work should be acknowledged and marked in a timely manner, giving appropriate feedback on work and ensure that work is undertaken to an appropriately high standard. A combination of grades and marks are appropriate. Marking is carried out in accordance with the school guidelines (see Assessment, Marking and Recording Policy).

Grade using the following descriptors:

Grade		Description	Mark
A	Outstanding Excellent (Above the expected standard)	An outstanding piece of work. Exceeds the expected Level of Attainment and learning objective. Correct and confident use of Religious Vocabulary.	1
B	Good (At the expected standard)	A good piece of work. That meets or exceeds the expected Level of Attainment and Learning Objective. Good use of Religious vocabulary.	2
C	Reasonable Satisfactory Acceptable (At the expected standard)	A satisfactory piece of work that meets or nearly meets the expected Level of Attainment and learning objective. Some correct use of religious vocabulary.	3
D	Inadequate Poor Unacceptable (Below the expected standard)	An unsatisfactory piece of work that does not yet meet the expected standard. It may not be complete and there is little use of religious vocabulary.	4
	+	Pupil has exceeded their expected standard and demonstrated real effort	
	-	Pupil has fallen below their expected standard and shown little effort.	

Each piece of work should contain a formative comment to direct pupils in how they can improve. Pupils should record formative comments at the front of their exercise book. The use of phrases such as: 'Next Steps', 'to improve' 'Next time' should be used to give pupils clear goals on how they can make progress in their learning journey.

Effort is to be rewarded through merits and should also be noted in the summative comment. Merits may be given for excellence in a single large piece of work or test; for continued good work in class or homework assignments, or for improvements in standards. The Merit should be written in the pupil's homework diary.

Assessment is ongoing and can take the form of observations by teachers, self-assessment by students, and completion of appropriate tasks. The marks of at least two topics per term should be recorded in the teachers mark books. Each term there is one formal assessment or test. These assessments should go towards pupils half-term grades.

Careful consideration is given to children's verbal responses, particularly in class and group discussions, their willingness to contribute ideas and relevant material and the quality of their written work when retelling and interpreting stories. Parents are informed on a termly basis of topics to be covered and comments from parents and pupils are encouraged.

Pupils in Form 5 and 6 are assessed in accordance with Scholarship and Common Entrance guidelines. Pupils are formally assessed at the end of each term through a class test.

Half Term Grades and Levels of Attainment

Junior Department:

Half-term Attainment Levels are recorded at the end of each half-term and are recorded by highlighting the relevant statements on the pupil record sheets. These statements are linked to the RE Levels of Attainment. This allows the progress of each pupil to be recorded and levelled.

In the Senior Department:

Half-term Attainment Grades are given at the end of each half-term and are recorded on iSAMS (the school's assessment recording system for the core subjects). These grades are linked to the RE Levels of Attainment and Expected Standards found in the Religious Educational Directory. We are guided by the Diocese of Arundel and Brighton. This allows the progress of each pupil to be recorded, levelled and tracked.

This should be moderated within school. We are working towards carrying out a Come and See assessment piece after each topic.

Pupils in the Senior Department are also formally assessed through an exam at least once a year and these results are tracked and compared to other subjects.

Tracking Pupils progression

Junior Department:

In the Junior Department pupils learning and progression in RE is recorded through half-term statements although it is not formally tracked since no levels are formally assigned or recorded.

Senior Department:

Pupils learning and progression in RE is tracked through half-term grades and examinations. These are then analysed against CATS and average scores the pupils receives. The tracking of pupils can be found in the *Shared Area-Senior Department-Pupil Assessment-Pupil Tracking-TABS-RE TAB 2017-2018*.

Cranmore Attainment Grades	Year 4 Levels	Year 5 Levels	Year 6 Levels	Year 7 Levels	Year 8 Levels
1 Working Above the Expected Standard (G and T)	3+	3.5+	4+	4.5+	5+
2 Working At the Expected Standard	2.5	3	3.5	4	4.5
3 Working At the Expected Standard	2	2.5	3	3.5	4
4 Working below the Expected standard (Support needed)	1.5	2	2.5	3	3.5
5 Working below the Expected standard (Immediate Action needed)	1 or below	1.5 or below	2 or below	2.5 or below	3 or below

Monitoring of RE

RE is monitored using the guidelines given by the Diocese and following the model that is offered in the RE Monitoring Pack. There is a set timetable of when each element of RE in the school should be monitored. The Senior and Junior Heads of Department meet termly as a minimum to discuss the provision of RE, assessment, monitoring and new initiatives.

The timetable for monitoring RE, Prayer and Worship and Catholic life

The timetable sets out the Monitoring focus of each area however monitoring of each area should take place throughout the year.

Term	Christmas 1	Christmas 2	Easter 1	Easter 2	Summer 1	Summer 2
Monitoring Focus	Prayer Areas Form Prayers	Lesson observations	Collective Worship	Work Scrutiny Marking	RE displays	Planning

Reporting to parents

Junior Department:

An induction evening early in the Christmas term for each class, provides parents with an outline of the whole curriculum including themes covered in Religious Education.

Senior Department:

An induction evening early in the Christmas term for each class, provides parents with an outline of the R.E. curriculum and how parents can be involved. Half-term Assessment grades are sent to parents providing them with information of their child's attainment and effort.

For both the Junior and Senior Departments there are parent evenings in the Christmas and Easter terms when parents have the opportunity to discuss their child's progress and see their work. One full written report is sent home each year.

Year	Christmas	Easter	Summer
Nursery	Parents Evening	Parents Evening	Written report
Reception	Parents Evening	Parents Evening	Written report
1	Parents Evening	Parents Evening	Written report
2	Parents Evening	Parents Evening	Written report
3	Parents Evening	Parents Evening	Written report
4		Parents Evening	Written report
5		Parents Evening	Written report
6	Parents Evening		Written report
7		Parents Evening	Written report
8	Parents Evening Written report	Written report	

7. Other Faiths

Topics relating to other faiths are incorporated into and linked into the syllabus. Across the school a related World faith topic is added to each term. Within Year 7 pupils undertake an Independent Project that allows pupils to focus on a World Religion.

Pupils are given the opportunity to explore aspects of these religions through practical activities and, wherever possible, from input by representatives of other faiths as well as trips to their place of worship.

As shown on the table below.

	Christmas Term Judaism	Easter Term Sikhism	Summer Term Islam
Reception Special Days/Objects	Hanukka	Sikhs' dress Prasad, Diwali	Prayer Mats
Year 1 Stories	Abraham and Moses	Guru Nanak	Mohammed
Year 2 Prayers	Shabbat	Sikh daily life	Prayer at home
Year 3 Places of Worship	The Synagogue	The Gurdwara	Mosque
	Christmas Term Judaism	Easter Term Islam	Summer Term Hinduism
Year 4 Holy Books	The Torah	The Quran	Vedas and Bhagavad-Gita
Year 5 Beliefs and Festivals	Pesach and the Seder Meal	Ramadan and Pilgrimage	Brahman Belief in one God Pilgrimage
Year 6 Belongings and Values	Yum Kippur	Guidance for Muslims	Karma
Year 7 Events and Leaders	Holocaust	Hajj	Mahatma Gandhi Mandir Coursework (Independent Project)
Year 8 Expressions of Faith	Jewish Clothes	Muslim Food	Diwali Pilgrimage Kumbh Mela

8. Prayer

Prayers are said daily across the school at various times which may include first thing in the morning, before lunch and at the end of the day. Each assembly also includes a prayer. Prayer and Worship should be child centred and child led.

In every classroom (including the Nursery) there must be a dedicated RE table or prayer area which is decorated in the appropriate colour for the church season. There should also be a mission statement, a crucifix, a statue of Our Lady and a Bible in every classroom. Junior classrooms also have a prayer box into which pupils are encouraged to place notes which detail requests and prayers.

Ideally time should be given at the start, end or during the lesson for prayer. Due to lessons being 35 minutes it is appropriate for pupils to experience prayer once a week. Such prayers could include:

- Lectio Divina (<http://taketime.org.uk/>)
- Pope Francis' 5 finger Prayer
- Our Father, Hail Mary or Glory Be

There must be a mission statement and crucifix in every classroom.

9. Resources

Resources include but are not limited to:

Textbooks

- The Way, The Truth and Life Teacher Book and pupil book
- RS for CE by Susan Grenfell
- ICONS 1 and 2
- Children of Promise
- Padre Pio/St John Paul II

Bibles

- Lion's Children's Bibles (Key Stage 2 and 3)
- Catholic Good News Bible (Key Stage 3)

DVD's

- Catholicism today
- Miracle Maker
- Parables of Jesus
- John Paul II
- English Martyrs
- Fr Robert Barron Catholicism Series

Other Resources

- 12 Jesse Boxes
- Make your own Rosary kits
- Puppets
- Wooden silhouettes and Godly Play models
- 20 Light Boxes

- Variety of RE books
- Members of the Holocaust Educational trust
- <http://taketime.org.uk/>
- Catholic Missionary Union: Meet the missionary

IT resources

IT is a valued tool to develop pupils learning and is experienced at Cranmore through:

- VLE
- Classroom SURFACES
- Dell Tablets
- VR Headsets
- Homework tasks
- RE tasks within ICT lessons
- Holocaust Educational Trust

Junior teachers may use the Dell tablets in the classroom to access online resources. The Top Floor Surfaces are to be used and booked out on the school booking area. Pupils should complete tasks that require them to share a Surface or to combine a Surface with work to be completed in their books. Surfaces are used successfully when pupils are clear about the objective and have their log in details. Pupils can save work on the Shared area (Under RE) or through Office 365. Pupils should be encouraged to share Surfaces and to work as a team.

The VR headsets have a range of pictures and videos which can be used as an introduction to a theme or as a method of exploring a theme further.

10. Progress department/inclusion

A wide variety of strategies are used by teachers in order for each child to participate in the learning of RE to the best of their ability. These are outlined in our Progress Department Policy.

11. Homework

Junior Department: No RE homework is assigned in the Junior Department.

Senior Department Homework provides a link with parents and gives them information about the themes and key vocabulary associated with the topics being covered each term. Homework in RE aims to be support the learning that happens in class and to prepare pupils for future lessons.

Cranmore also has a virtual learning area (VLE). Through this portal pupils and parents can access Religious Education Pages, be informed about revision topics and find out about Services being held.

Homework times are as followed:

Year	Time
5	25 minutes
6	25 minutes
7	30 minutes
8	30-40 minutes

12. Link School

We have recently begun forming a link with St Kizito in Uganda. We have done this alongside and in partnership with the Guildford Mukono Link initiative. Related Lesson objectives and activities will be incorporated into the Schemes of work. St Kizito is a Catholic School. This link has also strengthened our ties with local Catholic Primary Schools such as St Thomas Of Canterbury, Merrow.

13. Staffing

Junior Department Claire Sinclair Head of Department

Within the Senior Department pupils receive 2 X 35 minute lessons a week.

Year 3 Form teachers – C Sinclair, L de Almeida, M Peach

Year 2– R Freeman, A Bowen, J Carpenter

Year 1 – B O’Neill, S Hastings (Mrs O’Neill covers my class each week and teaches RE during this time.)

Reception – S Gallop

Senior Department Stephen Jakubowski - Head of Department

Within the Senior Department pupils receive 2 X 35 minute lessons a week.

All classes in Years 4-8 are taught by Stephen Jakubowski

Policy review.

This policy will be monitored, evaluated and reviewed by Stephen Jakubowski in September 2020

Management of the subject.

Stephen Jakubowski, the Head of RE Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education. There is an RE Co-ordinators Folder and a Monitoring Folder for RE

Appendix

The Broad Areas of Study for Years 7 and 8

	Christmas 1	Christmas 2	Easter 1	Easter 2	Summer 1	Summer 2
Year 7	Creation Stewardship The Fall Cain and Abel Charity Euthanasia	Abraham Birth of Jesus Coursework Advent	Vocation: Moses Passover Pilgrimage Leadership	Ten Commandments David and Bathsheba Holy Week Lent	Resurrection Person of Jesus Pentecost	Sacraments Coursework World faiths Our Lady
Year 8	Discipleship	Kingdom of God Marys Meals Nick Vujcic	Sacraments Revisit OT Topics	Revisit NT Crucifixion of Jesus Topics	Revision	Examination

Some contemporary issues in Years 7 and 6

	Christmas	Easter	Summer
Year 7	Views on Creation Is Euthanasia right or wrong.	Is the Death Penalty right or wrong What are the qualities of a leader and who has shown these qualities.	All life is sacred especially disabled people have as much to offer as anyone
Year 8	Is Animal testing right or wrong?	People still hold racial and religious prejudices Is war right or wrong?	People and charities that help the poor.

Levels of Attainment - Learning about Religion

AT 1-Learning About Religion Knowledge and Understanding of			
<i>Strand</i>	<i>i Beliefs, teachings and sources</i>	<i>ii Celebration and ritual</i>	<i>iii Social and moral practices and way of life</i>
<i>Level</i>	<i>Pupil:</i>	<i>Pupil:</i>	<i>Pupil:</i>
1	Recognises some religious stories	Recognises some religious signs and symbols and uses some religious words and phrases	Recognises that people because of their religion act in a particular way
2	Retells some special stories about religious events and people	Uses religious words and phrases to describe some religious actions and symbols	Describes some ways in which religion is lived out by believers
3	Makes links between religious stories and beliefs	Uses a developing religious vocabulary to give reason for religious actions and symbols	Gives reasons for certain actions by believers
4	Describes and shows understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Uses religious terms to show an understanding of different liturgies	Shows understanding of how religious belief shapes life
5	Identifies sources of religious belief and explains how distinctive religious beliefs arise	Describes and explains the meaning and purpose of a variety of forms of worship	Identifies similarities and differences between people's responses to social and moral issues because of their beliefs

Levels of Attainment: Learning from Religion

AT2 - Learning From Religion Reflection on Meaning		
<i>i Engagement with own and others' beliefs and values</i>	<i>ii Engagement with questions of meaning and purpose</i>	<i>Progression in reflection & contemplation</i>
<i>Pupil:</i> Talks about their own experiences and feelings	<i>Pupil:</i> Says what they wonder about	<i>Pupil:</i> Reflects quietly
Asks and responds to questions about their own and others' experiences and feelings	Asks questions about what they and others wonder about and realises that some of these questions are difficult to answer	Participates in periods of reflection in response to a given stimulus
Makes links to show how feelings and beliefs affect their behaviour and that of others	Compares their own and other people's ideas about questions that are difficult to answer	Shows understanding of the importance of stillness and quiet during times of reflection and prayer
Shows how own and others decisions are informed by beliefs and values	Engages with and responds to questions of life in the light of religious teaching	Demonstrates an appreciation of the elements needed for reflection and contemplation or prayer (places, times, foci, stimuli)
Explains what beliefs and values inspire and influence them and others	Demonstrates how religious beliefs and teaching give some explanation of the purpose and meaning of human life	Explores how different situations are conducive to reflection and contemplation or prayer

Symbols to be used in RE Books

Attainment levels and Driver Words

	To make progress/Next step
	I like this point or I like this piece of work. Keep it up. Do it again.
SP	Religious word needs to be spelt correctly
	Add more detail . Look closely at the text. You may have missed some points. Be specific. More attention to detail.
	Make links to other Bible stories or knowledge
	Give more reasons and examples to support and enhance your answer
S + D	Recognise who or what is similar and different
//	New Paragraph

Simplified Guide to the levels of Attainment

Level or skill	Attainment Target Learning about Catholic Faith	Attainment Target 2 <i>Learning from the Catholic Faith</i>	Driver words
7	Provide a coherent analysis, accounts Evaluate in depth the mystery of faith	Provide independent reasoned insights into faith	Provide Evaluate Independent Reasoned
6	Explain how different religious beliefs affect values and behaviour	Express insights into own and others beliefs	Explain Express
5	Identify similarities and differences in celebration & responses to moral issues	Explain what beliefs and values inspire them & others	Identify similarities and differences Explain
4	Describe and show understanding of religious terms & how religion can shape life	Engage with and Respond to questions in light of religious teaching	Describe Show understanding Engage with and Respond to
3	Make links between stories & beliefs Give reasons for religious actions and way of life	Compare own and others ideas Make links between beliefs and behaviour	Make links Give reasons Compare
2	Retell and describe stories about special events and people Use religious words to describe actions & way of life	Ask questions and respond sensitively ... Realise this can sometimes be difficult	Describe Ask Retell
1	Recognise some religious stories Recognise signs and symbols	Can talk about (concerns, experiences)	Talk about Recognise