

# RELIGIOUS EDUCATION



## Spotlight on Assessment

### How can we gather Religious Education data for our pupils...

As many schools and teachers recognise, the curriculum is more than curriculum areas and subjects: it is the totality of experiences which are planned for children and young people through their education – a canvas upon which their learning experiences are formed. Learning through religious education in Roman Catholic schools is no exception. In religious education, assessment is a valuable tool to support teachers because it provides a picture of what students know and understand about their Catholic faith and where they can be further supported.

In addition to developing their understanding of the Catholic faith, children and young people will also learn respect for, and understanding of, other Christian traditions. They will also come to an appreciation of significant aspects of major world religions, recognising and respecting the sincere search for truth which takes place in other faiths. Where appropriate they will learn similarly about stances for living which are independent of religious belief.



#### Standards for Primary Religious Education

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

ATC	Skill Area	By 1
AT1: Knowledge and Understanding (Learning about)	Knowledge: knowledge and understanding	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> </ul>
	Understanding: 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>religious actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>
AT2: Engagement and Reasoning (Learning from)	Engagement: engagement	<ul style="list-style-type: none"> <li>Show an understanding of the link(s) into between:                             <ul style="list-style-type: none"> <li>beliefs and actions</li> <li>beliefs and worship</li> <li>beliefs and the</li> </ul> </li> </ul>
	Reasoning: Reasoning	<ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and</li> </ul>
AT3: Reflection and Provision (Learning from)	Reflection: Reflection	<ul style="list-style-type: none"> <li>Compare their own and other people's reactions about each of the areas of study, in relation to a meaning and purpose.</li> </ul>
	Provision: Provision	<ul style="list-style-type: none"> <li>Show understanding of how own and others are informed by beliefs and moral values</li> </ul>
AT4: Reflection and Provision (Learning from)	Reflection: Reflection	<ul style="list-style-type: none"> <li>Use religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>
	Provision: Provision	<ul style="list-style-type: none"> <li>Make links between:                             <ul style="list-style-type: none"> <li>beliefs and actions, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and the, giving reasons for actions and choices</li> </ul> </li> </ul>
AT5: Reflection and Provision (Learning from)	Reflection: Reflection	<ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>
	Provision: Provision	<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>

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ATC	Skill Area	By 1
AT1: Knowledge and Understanding (Learning about)	Knowledge: knowledge and understanding	<ul style="list-style-type: none"> <li>Retain a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> </ul>
	Understanding: understanding	<ul style="list-style-type: none"> <li>Describe, with increasing detail and accuracy,                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>religious actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>
AT2: Engagement and Reasoning (Learning from)	Engagement: engagement	<ul style="list-style-type: none"> <li>Make links between:                             <ul style="list-style-type: none"> <li>beliefs and actions, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and the, giving reasons for actions and choices</li> </ul> </li> </ul>
	Reasoning: Reasoning	<ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>
AT3: Reflection and Provision (Learning from)	Reflection: Reflection	<ul style="list-style-type: none"> <li>Compare their own and other people's reactions about each of the areas of study, in relation to a meaning and purpose.</li> </ul>
	Provision: Provision	<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>

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

ATC	Skill Area	By 1
AT1: Knowledge and Understanding (Learning about)	Knowledge: knowledge and understanding	<ul style="list-style-type: none"> <li>Recognise religious stories</li> <li>Retain, in any form, a narrative that corresponds to the scripture source used</li> </ul>
	Understanding: understanding	<ul style="list-style-type: none"> <li>Recognise religious beliefs</li> <li>Recognise that people act in a particular way because of their beliefs</li> <li>Describe some of the actions and choices of believers that arise because of their belief</li> <li>Recognise key figures in the history of the People of God</li> <li>Describe the life and work of some key figures in the history of the People of God</li> <li>Recognise key people in the local, national and universal Church</li> <li>Describe different roles of some people in the local, national and universal Church</li> <li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> <li>Use religious words and phrases</li> </ul>
AT2: Engagement and Reasoning (Learning from)	Engagement: engagement	<ul style="list-style-type: none"> <li>State what they wonder about</li> </ul>
	Reasoning: Reasoning	<ul style="list-style-type: none"> <li>Ask searching questions about all of the areas of study and 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>