



INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

October 2018

With grateful thanks to Sarah Feist, Diocese of Arundel and Brighton

INTERIM STANDARDS FOR PRIMARY RELIGIOUS EDUCATION (OCTOBER 2018)

		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				<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 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. 				<ul style="list-style-type: none"> 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 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. 	
Working Above Age Related +	RECOGNISE and begin to RETELL	<ul style="list-style-type: none"> 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. 				<ul style="list-style-type: none"> 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. 	

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		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & 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 -	RECOGNISE and begin to RETELL	<ul style="list-style-type: none"> ● 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. 				<ul style="list-style-type: none"> ● 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. 	
Age Related =	RETELL with some accuracy	<ul style="list-style-type: none"> ● 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. 				<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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. 				<ul style="list-style-type: none"> ● 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. 	

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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	<ul style="list-style-type: none"> 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. 				<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 				<ul style="list-style-type: none"> 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. 						
Working Above Age related +	DESCRIBE and begin to GIVE REASONS	<ul style="list-style-type: none"> 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. 				<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Begin to express a point of view or a preference. 				

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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	<ul style="list-style-type: none"> • 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. • 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. 				<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Begin to express a point of view or a preference. 				
Age Related =	DESCRIBE and GIVE REASONS	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ a range of religious beliefs and give reasons for these ○ the life and work of key figures in the history of the people of God giving reasons for their actions. ○ the different roles of people in the local, national and universal Church giving reasons for their actions. ○ 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. ○ 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 				<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Make links between <ul style="list-style-type: none"> ○ Beliefs & sources, giving reasons for beliefs ○ Beliefs & worship, giving reasons for actions and symbols ○ Beliefs & life, giving reasons for actions and choices 				<ul style="list-style-type: none"> • Make links to show how feelings and beliefs affect their behaviour and that of others. 		<ul style="list-style-type: none"> • Express a point of view or preference • Begin to make links to sources to support a point of view. 				

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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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a range of religious beliefs and give reasons for these the life and work of key figures in the history of the people of God giving reasons for their actions. the different roles of people in the local, national and universal Church giving reasons for their actions. 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. 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 				<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a range of religious beliefs and where possible make links and 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: <ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Use a given source to support a point of view Express a point of view Express a preference 				
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> beliefs & sources beliefs & worship beliefs & life Use a range of religious vocabulary more widely and accurately 				<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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. 				

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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
Working Towards Age Related -	DESCRIBE and MAKE LINKS & CONNECTIONS	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ a range of religious beliefs and where possible make links and 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: <ul style="list-style-type: none"> ○ 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 				<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Use a given source to support a point of view • Express a point of view • Express a preference 				
Age Related =	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ beliefs & sources; beliefs & worship; beliefs & life • Use a range of religious vocabulary more widely and accurately 				<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Show knowledge and understanding of: <ul style="list-style-type: none"> ○ 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 ○ Show knowledge and understanding, providing detail and links between: <ul style="list-style-type: none"> ○ beliefs & sources; beliefs & worship; beliefs & life • Use a range of religious vocabulary widely, accurately and appropriately 				<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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. 				

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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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ beliefs & sources; beliefs & worship; beliefs & life • Use a range of religious vocabulary more widely and accurately 				<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Show increasing knowledge and understanding of: <ul style="list-style-type: none"> ○ 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 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: <ul style="list-style-type: none"> ○ beliefs & sources; beliefs & worship; beliefs & life • Use a range of religious vocabulary widely, accurately and appropriately 				<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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. 				
Working Above Age related +	EXPLAIN using evidence	<ul style="list-style-type: none"> ○ Explain the meaning and purpose of a range of scripture passages. ○ Explain using multiple sources as evidence, at least two of the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ beliefs & sources; beliefs & worship; beliefs & life ○ Use a developing religious vocabulary widely, accurately and appropriately 				<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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 				