

Performance scales for Religious Education

The following grids represent a description of the skill development expected in Religious Education in Catholic schools.

Standards for EYFS and KS1 Religious Education

3-5			5-7
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<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. Read and understand simple sentences from scripture or from their own religious stories Share religious stories they have heard and read with others. Write simple sentences about religious stories using phrases or words which can be read by themselves and others. <ul style="list-style-type: none"> 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 similarities and differences in relation to places they have read or heard about family, church communities and scripture stories. <ul style="list-style-type: none"> Listen, talk about and role play how people behave in the local, national and global church community. <ul style="list-style-type: none"> Listen and talk about key figures in the history of the People of God. <ul style="list-style-type: none"> Listen and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play. 	<ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used <ul style="list-style-type: none"> Recognise religious beliefs Recognise that people act in a particular way because of their beliefs Describe some of the actions and choices of believers that arise because of their belief <ul style="list-style-type: none"> Recognise key people in the local, national and global Church Describe different roles of some people in the local, national and global Church <ul style="list-style-type: none"> Recognise key figures in the history of the People of God Describe the life and work of some key figures in the history of the People of God <ul style="list-style-type: none"> Recognise religious signs and symbols used in worship Describe some religious symbols and the steps involved in religious actions and worship
	Making Links & Connections		
	Historical Development		
	Specialist Vocabulary	<ul style="list-style-type: none"> Decode key religious words appropriate to their age and stage of development. Use key religious words appropriate to their age and stage of development. 	<ul style="list-style-type: none"> Use religious words and phrases

Standards for EYFS and KS1 Religious Education

Engagement & Response ('learning from')	Meaning & Purpose	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. 	<ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer
	Beliefs & Values	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
Analysis and Evaluation	Use of Sources as Evidence		
	Construct Arguments		
	Make Judgements		
	Recognise Diversity		
	Analyse & Deconstruct		

Standards for Primary Religious Education

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

5-7			7-9	9-11
Knowledge and Understanding ('learning about')	Developing Knowledge & Understanding	<ul style="list-style-type: none">Recognise religious storiesRetell, in any form, a narrative that corresponds to the scripture source usedRecognise religious beliefsRecognise that people act in a particular way because of their beliefsDescribe some of the actions and choices of believers that arise because of their beliefRecognise key figures in the history of the People of GodDescribe the life and work of some key figures in the history of the People of GodRecognise key people in the local, national and global ChurchDescribe different roles of some people in the local, national and global ChurchRecognise religious signs and symbols used in worshipDescribe some religious symbols and the steps involved in religious actions and worship	<ul style="list-style-type: none">Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source usedDescribe, with increasing detail and accuracy:<ul style="list-style-type: none">a range of religious beliefsthe life and work of key figures in the history of the People of Goddifferent roles of people in the local, national and global Churchreligious symbols and the steps involved in religious actions and worshipthose actions of believers which arise as a consequence of their beliefs	<ul style="list-style-type: none">Describe complex scripture passages in a way that shows understanding of the scripture source used.Show a knowledge and understanding of:<ul style="list-style-type: none">a range of religious beliefsthe life and work of key figures in the history of the People of Godwhat it means to belong to a church communityreligious symbols and the steps involved in religious actions and worshipthose actions of believers which arise as a consequence of their beliefs
	Making Links & Connections		<ul style="list-style-type: none">Make links between:<ul style="list-style-type: none">beliefs & sources, giving reasons for beliefsbeliefs & worship, giving reasons for actions and symbolsbeliefs & life, giving reasons for actions and choices	<ul style="list-style-type: none">Show understanding of, by making links between:<ul style="list-style-type: none">beliefs & sourcesbeliefs & worshipbeliefs & life
	Historical Development			
	Specialist Vocabulary	<ul style="list-style-type: none">Use religious words and phrases	<ul style="list-style-type: none">Use a wider range of religious vocabulary	<ul style="list-style-type: none">Use a developing religious vocabulary widely, accurately and appropriately
Engagement & Response ('learning from')	Meaning & Purpose	<ul style="list-style-type: none">Say what they wonder aboutAsk wondering questions about all of the areas of study and recognize that some questions are difficult to answer	<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">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
	Beliefs & Values	<ul style="list-style-type: none">Talk about their own feelings, experiences and the things that matter to themAsk and respond to questions about their own and others' feelings, experiences and things that matter to them	<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">Show an understanding of how own and other's decisions are informed by beliefs and moral values
Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none">Use a given source to support a point of view	<ul style="list-style-type: none">Use sources to support a point of view
	Construct Arguments		<ul style="list-style-type: none">Express a point of view	<ul style="list-style-type: none">Express a point of view and give reasons for it
	Make Judgements		<ul style="list-style-type: none">Express a preference	<ul style="list-style-type: none">Arrive at judgements
	Recognise Diversity			<ul style="list-style-type: none">Recognise difference, comparing and contrasting different points of view.
	Analyse & Deconstruct			

Standards for Secondary Religious Education

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

11-14		14-16		16-19	
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<ul style="list-style-type: none">Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used.Demonstrate a knowledge and understanding of:<ul style="list-style-type: none">doctrine, belief and theological conceptsthe nature, structure and authority of communities of belief, both locally and universallyquestions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitmentsthe structure and meaning of different forms of worship for believersDemonstrate a knowledge and understanding of common and divergent views and practices within and between religions	<ul style="list-style-type: none">Interpret the meaning and significance of a wide variety of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communitiesDemonstrate comprehensive knowledge and understanding of:<ul style="list-style-type: none">doctrine, belief and theological conceptsthe nature, structure and authority of communities of belief, both locally and universallyquestions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitmentsthe structure and meaning of different forms of worship for believersDemonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions	<ul style="list-style-type: none">Critically reflect and skillfully interpret the meaning and significance of a wide variety of sacred texts and sources of wisdom, using the skills of scriptural scholarship and reasonComprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of:<ul style="list-style-type: none">doctrine, belief and theological conceptsthe nature, structure and authority of communities of belief, both locally and universallyquestions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitmentsthe structure, meaning and significance of different forms of worship for believers	
	Making Links & Connections	<ul style="list-style-type: none">Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others	<ul style="list-style-type: none">Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them	<ul style="list-style-type: none">Make coherent and insightful connections between different areas of study (doctrine, sources, structures, worship and life), fully explaining the multiple and sophisticated causal connections between them	
	Historical Development	<ul style="list-style-type: none">Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time	<ul style="list-style-type: none">Demonstrate an understanding of the historical and/or cultural development of concepts in each of the areas of study, recognising the significance of historical context and shifts in other areas of understanding	<ul style="list-style-type: none">Demonstrate a thorough understanding of the historical and/or cultural development of understanding in each of the areas of study, recognising the importance of historical and cultural context, drawing on the work of relevant theologians, philosophers and scholars in other relevant disciplines	
	Technical Vocabulary	<ul style="list-style-type: none">Use a range of contextually accurate and appropriate specialist vocabulary	<ul style="list-style-type: none">Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary	<ul style="list-style-type: none">Precisely use a wide range of appropriate specialist theological, philosophical and ethical vocabulary, extensively, effectively and with a high degree of confidence	
Engagement & Response (‘learning from’)	Meaning & Purpose	<ul style="list-style-type: none">Compare their own and others’ responses to questions of meaning and purpose, leading to reasonable explanations of their own and others’ views, in the light of religious teaching	<ul style="list-style-type: none">Evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others’ views	<ul style="list-style-type: none">Critically evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others’ views	
	Beliefs & Values	<ul style="list-style-type: none">Compare their own and others’ responses to questions of belief and values, leading to reasonable explanations of their own and others’ views, in the light of religious teaching	<ul style="list-style-type: none">Evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others’ views	<ul style="list-style-type: none">Critically evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others’ views	
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none">Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view	<ul style="list-style-type: none">Use a range of sources of wisdom and authority appropriately to provide explanations of aspects of each area of study, using these sources with increasing sophistication and as evidence to support particular points of view	<ul style="list-style-type: none">Skillfully select and deploy relevant knowledge from a wide range of sources, demonstrating extensive depth and breadth in the selection, in the defence of a polemical position	
	Construct Arguments	<ul style="list-style-type: none">Present an argument for a particular point of view, showing an awareness of different views	<ul style="list-style-type: none">Construct a sustained argument, based on critical analysis of different views	<ul style="list-style-type: none">Perceptively discuss different views, leading to developed arguments that are coherent, relevant and logically structured	
	Make Judgements	<ul style="list-style-type: none">Arrive at judgements that are supported by evidence	<ul style="list-style-type: none">Form reasoned judgements that are supported by evidence, weighing the strengths and weaknesses of different positions and arriving at convincing conclusions that competently draw together arguments and ideas	<ul style="list-style-type: none">Form coherent and reasoned judgements that are fully supported by a comprehensive appraisal of evidence, arriving at compelling conclusions that fully and logically draw together the ideas and arguments analysed	
	Recognise Diversity	<ul style="list-style-type: none">Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions	<ul style="list-style-type: none">Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions	<ul style="list-style-type: none">Comprehensively demonstrate a depth of understanding of the significance and influence of commonality and diversity within and between religions, and the origins of these, both historical and textual	
	Analyse & Deconstruct	<ul style="list-style-type: none">Accurately outline the nature of different debates within Theology, Philosophy and Ethics	<ul style="list-style-type: none">Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or EthicsDealing with apparent contradictions....?	<ul style="list-style-type: none">Critically deconstruct information, leading to insightful analyses of complex concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics	

