



Diocese of Westminster

EDUCATION SERVICE

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LEVELS OF ATTAINMENT IN RELIGIOUS EDUCATION

Agreed Understandings

AT 2. (i) Learning From Religion

Reflection on Meaning – engagement with own and others' beliefs and values.

Throughout this strand pupils will be reflecting on beliefs and values; by talking, exploring, discussing, thinking, responding and questioning, pupils will be increasingly able to structure and articulate their thoughts; they will be able to listen attentively to others and come to understand and empathise with others' views, beliefs and values; they will develop the ability to engage critically with their own and others' religious beliefs and world views.

NOTE: Reflection on the beliefs and values that influence actions does not happen in a vacuum. The inclusion of particular, real, questions is necessary for achievement of this strand. Given that AT 2 learns from AT 1, the beliefs, teachings, practices and way of life taught at AT 1 provide the content of this strand. Noting the inclusion of the skills outlined at each level may be described better as **monitoring** rather than **assessment**.

Level	AT 2 (i) engagement with own and others' beliefs and values	Our understanding	Issues	Prompt Questions to ascertain learning.
1	Talk about their own experiences and feelings.	Children simply describe their own experiences and feelings.	<p>Reflection on meaning begins with awareness of ones life situation and the individual experiences and feelings which comprise existence.</p> <p>At this stage it will be the teacher who observes, comments on or makes links to any religious beliefs and insights which might inform the child's experiences or feelings.</p>	<p>Talk to me! Tell me about what you are doing or have done!</p> <p>Encouraging pupils to think about their actions – even if it is the colour of the paint they chose – will encourage them to be reflective thinkers and make them ready for higher levels.</p> <p>Find genuine points of connection: with what they are learning in AT 1, with your own or others experiences. Bring a theology of God's presence in the everyday to your room.</p>
2	Ask and respond to questions about their own and others' experiences and feelings.	<p>Pupils will be able to ask and answer questions about some of the things that they have experienced and felt in their everyday lives.</p> <p>The term 'others' in this AT is understood to be those around the child; their families, class, school and community.</p>	<p>Emphasis is on questioning and responding in both directions i.e. some children may be able to answer questions more easily than devise them. Some may also be able to discuss their own experiences more easily than imagining how 'another' may feel. At this stage it is still likely to be the teacher who makes links to any religious beliefs and insights which might inform the child's questions. Teachers may be able to prompt</p>	<p>Continue talking!</p> <p>Ask questions about what pupils are doing. Have them ask questions of their peers during stories, circle time, sharing of work etc.</p> <p>Find genuine points of connection: with what they are learning in AT 1; with your own or others experiences. Where a decision is needed or problem resolved 'think</p>

			pupils to consider their learning through questioning about the content of AT 1 Level 2 as pupils move towards AT 2 (i) Level 3.	out loud' and wonder if what you have been learning about in AT1 could help you.
3	Make links to show how feelings and beliefs affect their behaviour and that of others.	The words 'make links' indicate understanding typical of this level across other strands. To gain this level pupils will show that they are able to connect the way they and others act because of their feelings and beliefs. This should not require teacher prompting more than simply asking: have you considered the voice of faith?	Level 3 shows a developmental move: I now recognize that my behavior (and the behavior of others) is informed by what I/they feel and think. Beliefs – in this case religious beliefs – should be part of my growing awareness of myself. Developmentally I should be moving beyond thinking only of myself. Realising the importance of consequences is important here. There is a clear link between AT 1 (i) Level 3 where the expression of beliefs is articulated, and this level.	The practise of discussing issues with the inclusion of a 'voice of faith' may assist pupils to develop this skill. The display of important beliefs drawn from AT 1 may support the development at this and subsequent levels. What does the Church have to say? Use of the AT 2 (i) wheel to scaffold discussions may assist the development of this and subsequent levels.
4	Show how own and others' decisions are informed by beliefs and values.	In keeping with the other strands and levels, the term 'show' is understood to mean describe and explain. In this context pupils are to describe and explain instances when their decisions and the decisions of others have/have not been informed by religious beliefs. This is the first time the word 'values' is found in the AT's. We understand it to mean the cardinal	As pupils are noting the way in which belief shapes life (AT 1 (ii) L4) so they are in a better position to reflect on the way their lives and the lives of those around them are informed: as significant figures from our tradition believe and live in response to their beliefs, so do I and those around me.	How are we like the role models of our faith tradition? Can we learn from them in adopting practices and recognising the importance of beliefs? Before I act do I consider what influences/is influencing me?

		and theological virtues: prudence, temperance, justice, fortitude, faith, hope, love. At level 4 a pupil will be able to show how their decisions and the decisions of others are informed by these beliefs and virtues.		
5	Explain what beliefs and values inspire and influence them and others.	Attainment of this levels needs to be preceded with identification of the beliefs and values that influence pupils. Clarification of these may be undertaken more easily within the context of particular issues. Discussion at AT 2 (i) Level 5 may be stimulated by learning at AT 1 (iii) where social and moral issues are discussed.	The developmental capacities and experiences of pupils will determine the particular social and moral issues that it may be appropriate to study. I know that my life is influenced by what I see, experience and learn.	How would I respond to an issue? What beliefs and values influence my behaviours and the behaviour of those around me? Why? Am I persuaded by the life choices of a significant person from our tradition? Are those around me persuaded?
6	Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion.	Level 6 moves beyond Level 5 in two ways: 1. Pupils are now to express insights into their, and others, beliefs and values 2. They are to express insights into the challenges that can be the consequence of belonging to a religion. Use of the phrase 'express insights' implies a level of consideration and reflection which is more holistic than that evident at Level 5. In keeping with AT 1 (i) and (iii)	In coming to a more holistic view, pupils at Level 6 will need to consider different perspectives: given all the influences on my life I am able to articulate what matters. I am aware that belonging to a religion can be challenging and am able to explain when and how this occurs.	As I reflect on my life this far do I see evidence of the importance of particular beliefs and values? Am I able to identify and explain my beliefs and values? Can I explain why I hold certain beliefs? When do my beliefs and values clash with what the Church proclaims? How do those around me challenge my beliefs and values: in positive and negative ways?

		Level 6 the religion is understood to be Christianity.		
7	Articulate their own critical response(s) to different religious beliefs and world views.	Attainment of this level requires that pupils have sound knowledge of different religious beliefs and world views, an ability to analyse this knowledge and the capacity to articulate the conclusions they reach. The term 'response' is understood to mean to offer a considered reaction or reply; that pupils will articulate their <i>own</i> response indicates that they should not simply repeat the learned view of another.	This Level draws on Level 7 of AT 1 (i) which requires the study of more than one religion, and Level 7 of AT 1 (iii) which asks pupils to 'critically evaluate'. While Level 7 of this strand does not ask for <i>evaluation</i> of the different religious beliefs and world views, the analysis and interpretation of information typical of critical thought should be evident in pupils responses. As AT 2 (ii) Level 7 explicitly names non-religious views as among those to be considered, non-religious views should be considered at this level of this strand.	What do you think?
8	Critically analyse and justify own and others' religious beliefs and world views.	At Level 7 pupils consider, form and articulate their response to different religious beliefs and world views. At Level 8 they now justify these views. What is new knowledge here is the inclusion of the justification of the beliefs and worldviews of another.	In coming to their view at Level 7 pupils will have considered a range of views and come to a conclusion: the justification of these views expected at Level 8 should flow naturally from Level 7.	Why?
EP	Provide independent, well-informed and highly reasoned insights into their own and others'	This Level asks for three distinct thinking skills: independence of thought, knowledge which is well informed and high levels of reasoning. These skills should be applied to		

	religious beliefs and world views.	the beliefs pupils themselves have and those of others.		
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