



Diocese of Westminster

EDUCATION SERVICE

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LEVELS OF ATTAINMENT IN RELIGIOUS EDUCATION

AT 1. (i) Learning About Religion

Knowledge and understanding of beliefs, teachings and sources

Here pupils will be learning about what people believe, about the faith they hold and how that helps them to make sense of the world; they will learn about the teachings of different religious traditions and the answers those traditions give to questions of meaning and purpose; they also will learn about the sources that different traditions use to guide them in their understanding of faith, belief and practice; they will learn how to engage critically with such source material.

Level	AT 1 (i) beliefs, teachings and sources	Our understanding	Issues	Prompt Questions to ascertain learning.
1	Recognise some religious stories	Pupils will be able to recall <i>some of the details</i> but not all of them: parts of the story (characters, setting, sequence) will be missing.	This strand draws upon Scripture as a primary source of revelation. As a result, pupils should have access to the actual Biblical authors' words as much as is possible. Stories may be told or read or both.	Can you use theto tell the story of ...? What can you remember about what happens next? Who can remember what [the character] does now?
2	Retell some special stories about religious events and people	Pupils will have the characters, the setting and the sequence <i>in accord with the original Biblical authors' words</i> . Retell does not mean 'learn off by heart': pupils will tell the story in their own words. Knowledge of the story (not interpretation) is required for this level	At this level pupils are assessed on their knowledge of story: access to the authors' words is therefore critical. Use of literacy strategies may enable the learning of stories. Does explicit teaching of the story take place?	Who are the characters in this story? What do they do? What happens in this story? Can you tell me the story about.... What sort (genre) of passage is this?

3	Make links between religious stories and beliefs	<p>Pupils will be able to articulate the <i>relationship between</i> what is read in the Bible/learned about the early Christian community, and what Catholics believe.</p> <p>Very deep knowledge <i>about the story alone</i> does not constitute movement to Level 3.</p> <p>Knowledge of Scripture and Catholic belief is required for this level.</p>	<p>Retelling a story, of itself, does not include interpreting it: interpretation in the form of what we learn/believe as a result of this story leads to Level 3.</p> <p>Does planning/lesson content ask pupils to move beyond the story to names those beliefs which have arisen as a result if it?</p>	<p>What might we learn from this passage? (Interpretation of the passage not just recall is required.)</p> <p>What did (Jesus telling this story/Jesus doing this) help us to believe/come to know?</p> <p>We believe that.....How does this story help us come to believe this?</p> <p>Can you see connections between this story and something Catholics believe?</p>
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	<p>Having found connections between the stories of Catholic faith and belief, at Level 4 pupils now extend their learning to describe how these stories and beliefs are expressed in other sources of revelation.</p> <p>The different books of Scripture may be understood as different and independent sources. However, in this context we understand Scripture to be a single source of revelation. Pupils' engagement with a number of passages of Scripture would not, therefore, constitute engagement with different sources.</p> <p>Knowledge of the sources of revelation and how they relate to, support and express one another is required for this level.</p>	<p>Do teachers and/or pupils know the sources of revelation? (Scripture, Tradition [prayers, sacraments, creeds, devotional practices, rituals], Creation and Human Experience [in which God's action and presence is recognised and named]).</p> <p>Is engagement with two sources planned for and facilitated?</p>	<p>Can you see how this story/belief is expressed in Catholic Tradition? ...lived by someone you know?</p> <p>This passage has led Catholics to believe How is this belief demonstrated in what Catholics do?</p> <p>In a previous unit/topic we learned about/that..... Can you go back to that work and find connections between..... Can you show how this new learning might change/extend your previous learning about...?</p>

5	Identify sources of religious belief and explain how distinctive religious beliefs arise	<p>Pupils will use at least two sources of revelation to explain how a particular belief developed or came about.</p> <p>Achievement of Level 5 requires knowledge of the historical development of belief/s from at least three periods: (i) the lifetime of Jesus, (ii) the early Church, (iii) another significant period in Church history. For example the Council of Nicea AD325 or the East/West schism 1054 or Vatican II 1962-1965.</p>	<p>Previous levels have drawn on current practise and belief without an understanding of how these beliefs came to be. Pupils who practise their faith or who experience the expression of faith within the school community could well be able to draw on this 'lived knowledge' to achieve previous levels.</p> <p>However, this level asks for a specific depth of knowledge which will most probably need to be taught explicitly.</p> <p>Does the topic/unit teach pupils how beliefs have arisen?</p>	<p>Belief intook a long time to develop. Can you explain what happened?</p> <p>Catholics have not always believed.....How have Catholics come to this point?</p> <p>Catholics used to believe that that....Now they/we believe.....Can you explain what happened to cause that change?</p>
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