



# Diocese of Westminster

## EDUCATION SERVICE

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### LEVELS OF ATTAINMENT IN RELIGIOUS EDUCATION

#### AT 1. (ii) Learning About Religion

#### Knowledge and understanding of celebration and ritual

In this strand pupils will be looking at the ways in which faith is celebrated; how that takes different forms in different times and for different traditions; they will be able to explore different liturgies (the public worship of the Church) and different rituals (such as the festivals of a different tradition) and the place of actions, words and symbols within them; they will learn about the significance of these celebrations for believers and see how the spiritual life can be analysed and expressed.

Level	AT 1 (ii) celebration and ritual	Our understanding	Issues	Prompt Questions to ascertain learning.
1	Recognise some religious signs and symbols and use some religious words and phrases	<p>Pupils will do one or both of two things: they will recognise some of the signs and symbols used in/by the Church; they will use words, terms or phrases associated with Church life.</p> <p>'Recognition' implies partial familiarity. They may remember seeing things in the Church, may recall some of the things 'Father' says or does but their knowledge will be fragmented, patchy and perhaps even only partly correct.</p>	<p>Terminology! An unequivocal definition of 'sign' and 'symbol' is almost impossible to come to. However, signs are usually objects which are one dimensional – what they point to is literal and immediate. Symbols contain meaning which moves beyond literal identity to conceptual meaning. Signs are sometimes described as things which 'say' something, symbols as things which 'stand' for something.</p>	<p>Where might we find these things?</p> <p>Who would use these things?</p> <p>What do we remember when we do this?</p> <p>Do you know what this is called?</p> <p>Can you remember who carries this?</p> <p>Note: Questions which give solid clues to the answer can be useful for</p>

			<p>The easiest symbols for young children to understand are water and light; where the 'literal' properties and use relate to the symbolic ones. Eg water literally washes us: water at baptism symbolically washes us.</p> <p>Note: The consecrated Eucharist species are neither signs nor symbols, they are better referred to as elements.</p> <p>Are pupils introduced to some of the signs, actions, elements and actions of the Church?</p>	<p>developing understanding.</p>
2	<p>Use religious words and phrases to describe some religious actions and symbols</p>	<p>Pupils will be able to name and describe both the physical attributes and the use of some of the signs, symbols, elements and actions of the Church.</p>	<p>Although the target does not explicitly mention them, we should assume that 'signs' are included in this level as well.</p> <p>The focus in this level is what 'it' is; what we use 'it' for.</p> <p>Are pupils introduced to some of the signs, actions, elements and actions of the Church?</p>	<p>Who remembers what we use this for? Who can show me how we use this...or do this...?</p> <p>Which one of these is the ...?</p> <p>What do Catholics do when [they enter the Church]?</p> <p>What does the priest do during/at...?</p>
3	<p>Use a developing religious vocabulary to give reasons for religious actions and symbols</p>	<p>Pupils will not only know what the 'thing' (sign, symbol, element or action) is, they will be able to explain <i>why</i> they are used or performed.</p>	<p>There are two issues here. The notion of a 'developing' vocabulary presumes evidenced progress from Level 2; extension of learning means that <i>why</i> Catholics do and say certain</p>	<p>The priest uses a/does ..... Why does he do that?</p> <p>When we do/say .....what are we showing we believe?</p>

			<p>things is articulated by pupils.</p> <p>The focus in this level moves from description to rationale. The key question is, why?</p> <p>Does planning indicate that pupils are taught why particular actions and symbols are used?</p>	<p>Catholics use [a white garment] to show that we [are made 'fresh' and 'clean' and 'new' in Baptism]. Is a [white garment] a good symbol for showing this? Why?</p> <p>Why do Catholics do this...what does it show/explain/demonstrate/convey?</p>
4	Use religious terms to show an understanding of different liturgies	<p>The term 'liturgies' here is understood to mean the public worship of the Catholic Church such as the Sacraments, Liturgy of the Word</p> <p>Pupils will express their understanding using correct terminology.</p>	<p>The kind of understanding of the last two levels (what? and why?) is now brought to <i>whole liturgies</i>. Rather than describe and explain the individual parts (signs, symbols, elements or actions) of liturgies pupils are now asked to show their understanding of <i>complete</i> liturgies as whole acts of worship.</p> <p>The plural implies that they understand <i>more than one</i> liturgical form although this understanding might not be demonstrated in a single lesson/topic/unit.</p> <p>Does the planning show that pupils have been taught the structure, signs, symbols, actions and elements of whole liturgies?</p>	<p>'What' questions: what is it called? What happens? In what order? What does it mean? What does it express? What do Catholics think it achieves/demonstrates/conveys/does?</p> <p>'Why' questions: Why do Catholics do this? Why it is important?</p> <p>'How' questions? How does [the Eucharist] express Catholic belief? How does [the sacrament of Penance] convey faith? How do the individual parts [of the Rosary] come together to express belief?</p> <p>Connecting questions: How is this faith expressed in another Liturgy? How do other [Sacraments of Healing] symbolise [peace]? What place does [the Word of God] have in other liturgies?</p>
5	Describe and explain the meaning and purpose of a variety of	The phrase 'forms of worship' is understood to mean:	Having an understanding of the public liturgies of the Catholic Church pupils are now asked to	'What' questions: what is it called? What happens? In what order? What does it mean?

	forms of worship	<ul style="list-style-type: none"> <li>• Other forms of Catholic Worship (eg devotional forms such as the Rosary, Novenas, the Stations of the Cross,)</li> <li>• Worship in other Christian traditions</li> <li>• Worship of Judaism and other religions</li> </ul> <p>Pupils will describe what occurs; explain why it is done and what it means.</p>	<p>look at the worship of other Christian traditions. While in the achievement of this level pupils will likely observe similarities and differences in different forms of worship, comparison which detracts from the integrity of worship should be avoided.</p> <p>Questions are more likely to be 'generic' rather than specific.</p> <p>Are pupils enabled to find similarities and differences between forms of worship?</p>	<p>What does it express? What do [adherents] think it achieves/demonstrates/conveys/does?</p> <p>'Why' questions: Why do [adherents] do this? Why it is important for them?</p> <p>'How' questions? How does [the worship] express belief? How does [the worship] convey or celebrate faith? How do the individual parts [of the worship] come together to express belief?</p> <p>Connecting questions:</p> <p>What place does [sacred text/symbol] have in the worship of other Christian traditions?</p> <p>Do all Christian traditions express faith in a similar way?</p> <p>How do other Christian traditions express belief in God?</p>
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