



Diocese of Westminster

EDUCATION SERVICE

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LEVELS OF ATTAINMENT IN RELIGIOUS EDUCATION

AT 1. (iii) Learning About Religion

Knowledge and understanding of social and moral practices and way of life.

Pupils will learn about the ways behaviour is influenced by what people believe, whether that is in religious practice (e.g. actions) or their general way of life, for example the ways in which the Catholic Christian interacts with the world; they will learn about the ways in which religious belief shapes their lives and the way they see and interpret society and the world; they will learn to understand the religious and moral basis for certain belief systems.

Level	AT 1 (iii) social and moral practices and way of life	Our understanding	Issues	Prompt Questions to ascertain learning.
1	Recognise that people because of their religion act in a particular way	<p>Pupils will have some sense that when people believe, they try to behave in certain ways. The connection could be articulated by the teacher.</p> <p>The wording of the level does not presume pupils will either be able to describe what believers do or explain why they do them – just that they will recognise that people ‘do’ certain things because they believe.</p> <p>‘Believer’ in this level is presumed to be a Catholic.</p>	<p>There are two issues:</p> <p>a. The overall focus of this strand is <i>behaviour</i> and <i>way of life</i>. We need to be careful to differentiate this strand from AT 1(ii) where the <i>rituals and celebrations</i> which mark religious practice are covered. Certainly rituals and celebrations are part of the way of life of a believer. However, this strand is concerned with how believers act within society and the world more generally.</p> <p>b. Being kind to others, giving generously, being honest and</p>	<p>Stating what Catholic Christians believe and then asking pupils to find what these beliefs ‘makes us do’ might be a first point of entry.</p> <p>E.g. In our school we believe that God loves everyone in the whole world and so we try to love everyone too! Can you think of ways we take care of each other in our class? School?</p>

			trustworthy – in short treating others as you like to be treated – is not the sole prerogative of Catholic Christians. People who do not profess faith of any kind can be just as kind, compassionate and generous as those who do. What marks the way of life of Christians is <i>why</i> they behave in such a way: beliefs about humanity, the world and a relationship with God prompt certain behaviours. This connection, albeit very simple, is present from the first level.	
2	Describe some ways in which religion is lived out by believers	<p>Pupils will be able to describe some of the things that believers do in their everyday lives.</p> <p>The move from recognition (L1) to description (L2) implies a more comprehensive knowledge of behaviours. Rather than just being able to recognise some of the things that believers do, pupils will be able to offer a detailed description of their actions.</p> <p>The wording in this statement does not contain the linking aspect of the previous one: whereas level 1 asks that pupils recognise that people behave in certain ways because they believe level 2 simply asks that they can describe the behaviours. However, given the</p>	<p>Description requires greater focus on specific behaviours.</p> <p>It may be easier to start with the more obvious behaviours of the Church (eg collecting for CAFOD; bringing foodstuff for Parishioners; raising money for the poor) as examples of what people who believe do. The rationale (why these things are done) could still be articulated by the teacher: 'Catholic Christians do this because they believe.....'</p>	<p>Catholic Christians believe that the resources of the world should be shared so that everyone has enough to eat. Can you tell me about some of the things we do in our school/class which helps to share what we have with other people who have less than us?</p> <p>Catholics believe that we are called to care for the earth. What could we do as a class to ensure that things are not wasted?</p> <p>How does our school show its love of our 'neighbours'?</p>

		<p>focus of the strand we should assume the belief/behaviour connection is present.</p> <p>'Believer' in this level is presumed to be a Catholic.</p>		
3	Give reasons for certain actions by believers	<p>Pupils will be able to explain <i>why</i> believers engage in certain behaviours.</p> <p>Level 3 is like Level 2 in that it mentions <i>certain</i> actions of believers. Specific actions or behaviours will still be the focus of learning. However, in previous levels the connection between belief and action could have been made by the teacher. In Level 3 articulation of the relationship between belief and action is now expected of pupils: pupils will not only say what believers do, they will explain why they do them.</p> <p>'Believer' in this level is presumed to be a Catholic.</p>	<p>Teacher knowledge! Why does the Church speak in favour of certain behaviours and against others?</p> <p>There is an obvious link between AT1 (i) Level 3, where beliefs and teachings of the Church are articulated, and this strand/level (AT1(iii)3), where how people act as a result of their beliefs is studied. E.g. 'Catholics believe in/that..... People who accept this belief are likely to.....</p>	<p>Catholics often (name an action)....Why?</p> <p>Why do you think a Catholic Christian would be reluctant to</p> <p>Are there things that a Catholic Christian would not do? Why not?</p> <p>How would someone who believed in God act in this situation?</p> <p>At our school we (collect food for the poor). Why do we feel it is important to do that?</p> <p>Each year we.....Why?</p>
4	Show understanding of how religious belief shapes life	<p>Pupils will be able to describe situations in which there is a clear link between what a person believes and the way they live.</p>	<p>Catholics believe that every person is called to live life to the full: whole and complete, conscious of their relationship with God and with humanity. This is their universal</p>	<p>Can you see people in our community for whom belief – faith in God – helps them decide how to live?</p>

		<p>Level 4 pupils will have moved beyond the individual specific actions of believers to draw wider conclusions about how belief shapes all of life.</p> <p>This level requires a more comprehensive view: I believe and my beliefs impact on the way I choose to live.</p> <p>'Believer' in this level is presumed to be a Catholic.</p>	<p>Vocation, given to them at their baptism.</p> <p>Although this Vocation to wholeness will be expressed differently: in single life; married life; in Religious life or in Ordained ministry, the choices Catholics make and the way they live their lives will be informed by this fundamental belief.</p>	<p>Catholic agencies exist because people believe that we should live a particular way. Can you think of someone who works to 'bring to life' beliefs?</p> <p>Sometimes Catholic Christians talk about God walking with us. How might 'walking with God' help a person decide how to live or act?</p>
5	<p>Identify similarities and differences between peoples' responses to social and moral issues as a consequence of their beliefs</p>	<p>This statement is understood to ask for knowledge of the different ways that people of other faiths and of no faith respond to social and moral issues.</p> <p>This might include bringing together the responses of:</p> <ul style="list-style-type: none"> • Catholics • Christians of other traditions • Believers of other faiths (Judaism and other religions) • People of no faith 	<p>The developmental capacities of pupils will determine the particular social and moral issues which it may be appropriate to study.</p> <p>Clear planning and teaching of how people respond to different issues will be critical if this level is to be attained.</p>	<p>What would you expect from a person who holds to belief in God?</p> <p>If someone professed belief in the dignity of the person, where might we see that lived in their daily life?</p> <p>How might the life of a believer differ from someone who did not believe?</p> <p>Sometimes the outward actions of people who believe look a bit like those of someone who does not believe? Why might that be?</p> <p>Are there social issues on which everyone agrees?</p> <p>Does it matter if a person believes in God or not when it comes to being kind/thoughtful/generous?</p>

