Content According to Age Groups

Age Group Statement Notes

The *Areas of Study* are closely interrelated and the organic unity of each is important. Teaching and learning strategies will provide continuity and progression. The following *Age Group Statements* are offered as examples of appropriate provision. They do not constitute a prescriptive curriculum.

Where examples are given, they indicate intent and direction. They are neither minimal nor exhaustive. The statements are addressed to teachers and advisors who will ensure that in the classroom there will be:

- a supportive environment for learning;
- a repertoire of approaches and resources which take account of the different communication modes, experience and ability of all pupils;
- differentiation;
- a variety of approaches and resources which respond to the range of different learning needs and abilities;

Please note that for each *Area of Study* there are driver words that are used in the levels of attainment that are broadly appropriate for each age group and focus teaching and learning strategies.

Where pupils are operating within P levels it may be necessary to replace the driver words with 'experience' and 'respond' (see diagram on p.68).

Provision for Under Fives (Nursery)

The Foundation Phase describes the stage of a child's education from the age of 3 to the end of reception at the age of 5 (or age 3 to 7 in Wales). In Catholic schools Religious Education will form a valuable part of the educational experience of pupils throughout this stage.

Through engaging, practical and integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for children of this age but makes a particularly important contribution to:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

Within what is a highly-integrated curriculum, teachers of children of this age will seek to:

- deliver a Religious Education programme which meets the needs of all children;
- make provision for the spiritual, moral, social and cultural development of their pupils within a Catholic context;
- build upon and extend Religious Education begun in the home;
- work in active partnership with home and parish, preparing pupils for more formal Religious Education in later years.

3–5

Teachers enable pupils to:

Revelation

- come to know that God loves each one always and at all times;
- come to know Jesus is God the Father's Son;
- experience and come to know that Jesus tells us about God his Father;
- hear the story of Christmas and Easter;
- hear about the good news of Pentecost;
- experience and become familiar with the sign of the cross.

The Church

- know that they are special within their family and the community;
- come to know that Mary is the Mother of Jesus;
- experience that a church is a special place where God's People gather to pray;
- begin to hear about God's wonderful world.

Celebration

- come to appreciate their friendship with Jesus through Baptism;
- come to know that Jesus helps us to choose the good;
- come to know that Sunday is a special day for the church
- family who come together to celebrate;
- experience and recognise prayer is talking and listening to God;
- experience praying with others as a celebration;
- experience liturgical celebrations in a variety of simple settings;
- be able to join in simple prayers and hymns.

Life in Christ

- respect each other, respect adults;
- learn to take responsibility for choices and actions;
- learn to say 'sorry';
- form, and experience good relationships with peers and with adults in the school community.
- ways in which a Christian family and parish share and celebrate life, and show care for one another;

5-7

Teaching and learning strategies which enable pupils to develop knowledge and understanding to retell, recognise, describe, talk and ask questions about:

Revelation

- the sign of the cross;
- the beauty, detail and order in creation;
- Scriptural praise of God in creation and the story of creation as God's work;
- their gifts and growth (e.g. gifts of senses);
- Scriptural imagery which speaks of God; stories of significant people in the Old and New Testament;
- the main events, characters and places in the life of Jesus: Nativity, Palm Sunday, the Last Supper, Good Friday and Easter Sunday;
- the story of the coming of the Holy Spirit at Pentecost.

The Church

- relationships they have in the family, at school, in the parish, neighbourhood, world;
- ways of belonging to the community;
- the 'Church' as the People of God made one by Jesus, a community which shares love and life;
- roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope);
- the role of Mary and her 'yes' to God's Word;
- God's call to key figures in the history of the People of God, past and present; and saints/founders;
- the Church as a 'house of God' where God's People gather with Jesus;
- the Church buildings and furnishings and how people show respect and reverence in church;
- the way Jesus proclaimed the Good News in what he did and said;
- the way Jesus gathered and formed a community of disciples and the life they shared;
- how people who heard the Good News of Jesus began to share a way of life;
- opportunities today to live and share life following the example of Jesus;
- the Jewish faith.

Celebration

- the place and value of celebrations in family, school and parish;
- the church's celebration of Sunday as a special day;
- some ways the church celebrates major seasons of the liturgical year;
- celebrations in the life of Jesus;
- signs and symbols used by the Church;
- ways in which Jesus invited men and women to friendship and discipleship;
- the main rites and symbols of Baptism and Confirmation;
- the story of the Last Supper;
- the main aspects of the Eucharistic celebration and prayers used at the Eucharist;
- the need to say sorry and ask forgiveness;
- the Good News of God's love and forgiveness in Old and New Testament and the prayers of the Mass;
- Gospel accounts of how Jesus gave individuals the chance to change;
- ways in which Jesus showed love and care;
- the role of a priest in the love and service of God's family;
- prayers from Scripture and tradition;
- Jesus prayer to his Father;
- ways in which people pray in church.
- celebrations of the Jewish faith and other religions.

Life in Christ

- relationships of love (e.g. parent, child) and love received and given (e.g. sharing)
- their human qualities and gifts and those of others;
- self-esteem and respect for others;
- ways in which Jesus showed love and respect for others;
- ways in which they are free to choose;
- taking responsibility for themselves and towards others;
- Scripture passages which illustrate freedom and responsibility in the choices people made;
- the Holy spirit as the Helper Jesus promised his Church;
- the love shown to them and how to show love to others;
- responses that are not loving and failures to show love and care;
- Scripture passages which reveal God's love (e.g. psalms of thanks, trust, calls for help);
- Jesus' commandment 'love one another as I have loved you;
- signs of God's care and blessings: in creation, in Scripture and in human life;
- similarity, equality and difference;
- passages in Scripture which express joy and trust in God's love;
- the words of Jesus which speak of his Father's love;
- 'neighbours' and Jesus' call to 'love your neighbour as yourself';
- the way the Jewish faith and other religions live their lives.

7-11

Teaching and learning strategies which enable pupils to develop knowledge and understanding to give reasons, show understanding, make links, engage and respond to:

Revelation

- how Jesus spoke of God his Father and the Holy Spirit;
- responses to creation (e.g. in prayer, art, music etc.);
- care for and misuse of God's creation;
- God's call to people in the Old Testament;
- how Jesus called people to follow him;
- ways in which people of today can hear and respond to God's call;
- key imagery that speaks of God in the Old Testament and the Gospels;
- the Bible;
- the Gospel accounts of key events in the life of Jesus: nativity,
- presentation, finding in the Temple, baptism, temptations, passion, death,
- resurrection and ascension;
- the Gospel accounts of Jesus' public ministry and teaching;
- the Gospel accounts of how the lives of men and women were changed by their encounters with Jesus;
- the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.

The Church

- key images of the Church used in Scripture and Tradition; the implications of this imagery for community life;
- implications of this imagery for community life;
- God's call to individuals and their different responses;
- the role of Mary as Mother of Jesus, as the first disciple and Mother of the Church;
- the gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community;
- the cost of discipleship;
- ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities);
- to being Church' in the parish, diocese and universal Church;
- the life of the Church in other parts of the world (e.g. customs and traditions, universal saints);
- the ways Jesus proclaimed Good News to everyone he met and the variety of responses made;
- the life and growth of the first Christian communities (e.g. Paul, Stephen);
- the teaching role of the apostles (e.g. through New Testament letters);
- how the local church is 'good news' for people and how everyone can have a part in this;
- how the school community has opportunities to be 'good news' for others;
- respect for the writings and holy people of the Jewish faith and other religions.

Celebration

- celebrations which mark significant events in people's lives;
- the Church's celebrations of significant events in the life of Jesus;
- Sunday as a significant day in the life of the local Church;
- elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise);
- community prayer;
- signs and symbols and their significance in liturgy;
- words and images Jesus used to express communion (e.g. I am the vine and you are the branches);
- some ways people enter into the communion of the Church ;
- the rites of Baptism and Confirmation and the response they invite;
- the structure of the Eucharist;
- the significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread;
- Jesus' attitudes to sinners and his teaching about sorrow and forgiveness;
- their freedom to choose and responsibility to choose the good;
- the practice of examination of conscience and its significance for Christian living;
- the rite of Reconciliation and its significance;
- the Sacrament of the Sick;
- ways in which love and commitment are important in human life;
- and be able to name the Sacraments of Holy Orders and Matrimony and to explain their significance in their own words;
- prayer in the life of Jesus;
- the prayer Jesus taught his friends (Our Father) and its significance;
- a variety of prayers and prayer forms, formal and informal used for personal and community prayer;
- respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers.

Life in Christ

- the joy and challenge of and the giving and receiving in relationships;
- human gifts and qualities and the physical world as gifts and signs of God's love;
- how such gifts may be used, neglected or abused;
- the Gospel message that Jesus brings fullness of life for all people: the Beatitudes;
- the joys and challenges that freedom and responsibility bring;
- conscience as a gift to be developed through the practice of examination of conscience;
- accounts in Scripture of God's invitations and a variety of responses;
- the motives and emotions which influence choices;
- Gospel accounts which show the love and complete self-giving of Jesus;
- the suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life;
- sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness;
- the diversity and richness of creation;
- the value and challenge of differences between individuals and peoples;
- the values of sharing, showing respect and care for others;
- respect for community values and life of other cultures and other religious communities;
- how love of God is shown in obedience to God's commandments;
- Sunday as the Lord's day;
- ways love of neighbour can be shown at home, at church, locally and globally;
- the Christian values which inform love of neighbour and oneself;
- ways in which care for others is important for the Jewish faith and other religions.

Appendix I — Levels of Attainment in Religious Education in Catholic Schools and Colleges

How to use Levels of Attainment — a summary

Purposes

- assessment of pupils' work is a necessary part of the learning process;
- its purposes include the affirmation of attainment and achievement, the necessary recording and
- reporting of pupil progress, and helping the pupil to take the next step in learning;
- the levels of attainment provide a 'criterion-referenced' measure of attainment.

Planning

- teachers should use the language of the level descriptors to inform the way intended learning
- outcomes are expressed;
- teachers should clearly identify the focus and method of assessment from the outset;
- the critical question to address at the planning stage is 'What must I do, in this topic, to enable the pupil to consolidate working at their present level and create the opportunity to begin to work at the next level?'

Gathering evidence

- when gathering evidence teachers will be able to draw on the full range of work produced by pupils, in the normal everyday teaching and learning process;
- teachers should focus on the clarity of evidence collected and on making brief telling annotations in relation to significant attainments.

Best-fit

- more 'a subtle art than an exact science';
- made across a range of work over a period of time;
- in relation to single pieces of work they can be deemed to contribute to the best-fit judgement.

Making judgements

- teachers will be making professional judgements about pupils' performance almost continuously to ensure further learning;
- these judgements will lead to a cumulative judgement about attainment;
- teachers will need to decide whether a pupil's performance taken as a whole over a period of time has been more one level than another (best-fit judgement);
- the attainment within any level may be described as 'hesitant', 'secure' or 'confident';
- the process of making judgements about pupil attainment will inform decisions about future planning.

A chart of progression

- the levels of attainment provide a chart of educational progression;
- however, progress through the levels will not be accomplished automatically, appropriate challenge will have to be provided.

Reinforce good religious education

- addressing the question 'what must I do to enable pupils to achieve a particular level and to demonstrate understanding?' will necessarily promote clearer thinking about the purposes of assessment and their contribution to good religious education.

What the strands are about

AT1 Learning about Religion:

Knowledge and Understanding of

i) 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.

ii) 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.

iii) 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.

AT2 Learning from Religion:

Reflection on meaning

i) 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.

ii) engagement with questions of meaning and purpose

In this strand pupils will be confronting the difficult questions which all people have to face; they will be thinking critically about their own questions of meaning and purpose and about the ways in which people of all faiths and none have struggled with similar questions; they will be exploring the evidence and arguments used by people of different faiths and other traditions to justify their position; they will be developing the ability to express their own point of view.

AT1: Learning about Religion: Knowledge and Understanding of:

Strand / Level	i) beliefs, teachings and sources	ii) celebration and ritual
	Pupils	Pupils
1	Recognise some religious stories.	Recognise some religious signs and symbols and use some religious words and phrases.
2	Retell some special stories about religious events and people.	Use religious words and phrases to describe some religious actions and symbols.
3	Make links between religious stories and beliefs.	Use a developing religious vocabulary to give reasons for religious actions and symbols.
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.	Use religious terms to show an understanding of different liturgies.
5	Identify sources of religious belief and explain how distinctive religious beliefs arise.	Describe and explain the meaning and purpose of a variety of forms of worship.
6	Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues.	Explain the significance for believers of different forms of religious and spiritual celebration.
7	Show a coherent understanding of faith, religion and belief using a variety of sources and evidence.	Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration.
8	Analyse a range of faiths, religions, beliefs and teachings, making reference to the texts used and how adherents interpret them.	Use a comprehensive religious and philosophical vocabulary to analyse and interpret varied religious and spiritual expression.
EP	Provide a coherent and detailed analysis of faith, religion and belief.	Evaluate in depth the nature of religious and spiritual expression in contemporary society.

AT 2: Learning from Religion: Reflection on Meaning

iii) social and moral practices and way of life	i) engagement with own and others' beliefs and values	ii) engagement with questions of meaning and purpose
Pupils	Pupils	Pupils
Recognise that people because of their religion act in a particular way.	Talk about their own experiences and feelings.	Say what they wonder about.
Describe some ways in which religion is lived out by believers.	Ask and respond to questions about their own and others' experiences and feelings.	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer.
Give reasons for certain actions by believers.	Make links to show how feelings and beliefs affect their behaviour and that of others.	Compare their own and other people's ideas about questions that are difficult to answer.
Show understanding of how religious belief shapes life.	Show how own and others' decisions are informed by beliefs and values.	Engage with and respond to questions of life in the light of religious teaching.
Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs.	Explain what beliefs and values inspire and influence them and others.	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.
Explain how religious beliefs and teaching influence moral values and behaviour.	Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion.	Explain with reference to religious beliefs their own and others' answers to questions of meaning.
Critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences.	Articulate their own critical response(s) to different religious beliefs and world views.	Evaluate religious and nonreligious views and beliefs on questions of meaning and purpose.
Show a coherent understanding of the impact of a belief system on the way of life of individuals, communities and societies.	Critically analyse and justify own and others' religious beliefs and world views.	Synthesise a range of evidence, arguments, reflections and examples to justify their own views and ideas on questions of meaning and purpose.
Provide a coherent, philosophical and evaluative account of the relationship between belief systems and ways of life.	Provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views.	Provide an independent, informed and well-argued account of their own and others' views on questions of meaning, purpose and fulfilment with reference to religious and moral traditions and standpoints.