

*Section Three*

*Framework for Attainment*

	<b>Statutory Requirements</b>	<b>Expectations</b>	<b>Indicators of Achievement</b>
<b>C1</b>	<p><b>Beliefs:</b> To introduce an understanding of God with special reference to Christianity.</p> <p><b>Importance of Religion:</b> To recognise the importance of religion to believers.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to talk about God and about specific ways in which religious people show their belief in God.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ recognise that some people do things that show that they believe in God.</li> <li>□ describe ways in which people show they believe in God.</li> <li>○ identify the religious beliefs that influence people's actions.</li> </ul>
<b>C2</b>	<p><b>Morality:</b> To recognise and understand the difference between right and wrong.</p> <p><b>Forgiveness:</b> To appreciate the need to give and receive forgiveness.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to explore the difference between right and wrong and understand the importance of forgiveness.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ identify right and wrong in the materials used.</li> <li>□ describe why actions are right or wrong in the materials used.</li> <li>○ reason about right and wrong in individual situations.</li> </ul>

	Statutory Requirements	Expectations	Indicators of Achievement
K1	<p>To study or know about:  <b>Sacred writings:</b> selected Old Testament and New Testament stories.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to re-tell some religious stories</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ recall one or two religious stories.</li> <li>□ re-tell several religious stories</li> <li>○ identify some religious elements in the stories he/she can re-tell.</li> </ul>
K2	<p><b>Prayer:</b> The meaning and formulation of prayer and ways in which people pray including the Lord's Prayer.  <b>Worship:</b> The ways in which people worship in the local community.  <b>Celebration and Festivals:</b> Religious festivals and celebrations.  <b>Ceremonies:</b> Family ceremonies.  <b>Symbols:</b> Some religious symbols, for example the Cross</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to describe some specific religious festivals, practices and symbols.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ recall religious festivals, practices and symbols.</li> <li>□ describe significant details of religious practices and symbols.</li> <li>○ express ideas about religious symbols and practices.</li> </ul>

	<b>Statutory Requirements</b>	<b>Expectations</b>	<b>Indicators of Achievement</b>
S1	<p><b>Language:</b> To recognise that religion has a language of its own.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to use a number of religious words.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ recall a number of religious words.</li> <li>□ use religious words in the context of the material.</li> <li>○ use religious words in a variety of contexts</li> </ul>
S2	<p><b>Sources:</b> To use a variety of sources providing information about religion.</p> <p><b>Self-expression:</b> to begin to express in a variety of ways, feelings, opinions and beliefs.</p> <p><b>Empathy:</b> To enter imaginatively into the experiences of others.</p> <p><b>Reflection:</b> To think about one's experiences.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• have begun to reflect upon their own experiences and those of others and express their own thoughts.</li> </ul>	<p>The pupil can;</p> <ul style="list-style-type: none"> <li>△ recount his/her own experiences and express his/her thoughts in an appropriate context.</li> <li>□ listen to and respond to the experiences of others.</li> <li>○ empathise with the experiences of others and express his/her own thoughts.</li> </ul>

	Statutory Requirements	Expectations	Indicators of Achievement
A1	<p><b>Respect and Self-respect:</b> To value oneself as an unique human being and to give due worth to other people.</p> <p><b>Integrity:</b> To value truth and be honest about one's feelings, attitudes and actions.</p> <p><b>Social Awareness:</b> To develop an appreciation of the service, care and concern of others.</p> <p><b>Social Responsibilities:</b> To develop an awareness of one's own capacity to contribute to the well-being of others in the family, school and community.</p> <p><b>Forgiveness:</b> To appreciate the need to give and receive forgiveness.</p> <p><b>Tolerance:</b> To develop a respect for people and their right to believe.</p> <p><b>Ecological Responsibility:</b> To develop a respect for the natural world as God's creation.</p> <p><b>Ecological Responsibility:</b> To develop a respect for the natural world as a place shared with fellow human beings.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>begin to value themselves, others and the world in which they live, recognising that they have responsibilities.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ show a positive attitude to him/herself.</li> <li>□ demonstrate that he/she values others and the world in which he/she lives.</li> <li>○ be aware of his/her responsibilities for the world in which he/she lives.</li> </ul>
A2	<p><b>Enquiry:</b> To develop an enquiring approach to life generally and in particular to the fundamental and religious questions life poses.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>be able to raise questions to show that they are developing an enquiring approach to life.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ ask relevant questions.</li> <li>□ ask relevant questions in the context of religious material.</li> <li>○ ask searching questions.</li> </ul>

# Framework for Attainment: *KS1 Exploration of Human Experience*

	Statutory Requirements	Expectations	Indicators of Achievement
E1	<p><b>Spiritual Experiences:</b> To respond to spiritual experiences and to examine questions derived from human experience.</p> <p><b>Self-awareness and Responsibility to Others:</b> To seek to give practical expressions to experiences of self-awareness and responsibility to others and building relationships in the wider world.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• recognise that people have a variety of life experiences.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ listen thoughtfully to other people's accounts and stories of life.</li> <li>□ respond appropriately to other people's life experiences.</li> <li>○ respond through discussion or actions to the spiritual experiences of others.</li> </ul>
E2	<p><b>Emotions:</b> To appreciate the range of human emotions as experienced by the children.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to recognise a range of emotions in themselves and others</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ identify his/her own emotions.</li> <li>□ explore his/her own emotions.</li> <li>○ acknowledge and describe a range of emotions in him/herself and others.</li> </ul>

	Statutory Requirements	Expectations	Indicators of Achievement
C1	<p><b>Beliefs:</b> To deepen the child's understanding of God.</p> <p><b>Importance of Religion:</b> To recognise the importance of religion to believers.</p> <p><b>The Spiritual Dimension:</b> To appreciate the meaning of a spiritual dimension to life.</p> <p><b>Commitment:</b> To extend awareness that people commit themselves to God and respond in prayer, worship and service.</p> <p><b>Commitment:</b> To explore the influences of religious commitment on people's daily lives.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to talk about God and identify the influence of religion in the lives of believers.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ realise that religious beliefs make a difference to people's lives.</li> <li>□ recognise ways in which religion influences people's lives.</li> <li>○ describe ways in which religious beliefs influence people's daily lives.</li> </ul>
C2	<p><b>Morality:</b> To recognise and understand the difference between right and wrong.</p> <p><b>Forgiveness:</b> To appreciate the need to give and receive forgiveness.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to discuss moral questions.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ identify moral questions within the material.</li> <li>□ apply reasoning about moral questions to immediate and concrete situations.</li> <li>○ apply reasoning about moral dilemmas to abstract situations.</li> </ul>
C3	<p><b>Symbols:</b> To begin to understand the significance of symbols</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to identify and discuss the significance of symbols</li> </ul>	<p>The pupils can:</p> <ul style="list-style-type: none"> <li>△ recognise that particular shapes have symbolic meaning.</li> <li>□ identify some religious symbols.</li> <li>○ identify and explain some symbols, including those with a religious meaning.</li> </ul>

	Statutory Requirements	Expectations	Indicators of Achievement
K1	<p>To study or know about:</p> <p><b>Sacred Writings:</b> Sacred Writings and their importance to believers.</p> <p><b>Sacred Writings:</b> Stories from the Bible in order to create a wider knowledge and understanding and to begin to develop a sense of chronology.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to re-tell a range of religious stories.,</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>Δ identify and re-tell a range of religious stories.</li> <li>□ re-tell in detail a range of religious stories and identify their source.</li> <li>○ identify some religious themes in these stories.</li> </ul>
K2	<p><b>Christian Teaching:</b> Significant elements of Christian teaching as contained in the Creed.</p> <p><b>Morality:</b> The Ten Commandments and the Sermon on the Mount and to be aware that all faiths have codes by which they live.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• know significant elements of Christian teaching.</li> </ul>	<p>The pupil:</p> <ul style="list-style-type: none"> <li>Δ knows some basic elements of Christian teaching.</li> <li>□ knows significant (key) elements of Christian teaching</li> <li>○ can talk about more complex elements of Christian teaching.</li> </ul>
K3	<p><b>Faith:</b> The effect of faith on the lifestyles of ordinary people.</p> <p><b>Founders of Faiths:</b> The lives of founders of faith.</p> <p><b>People of Faith:</b> The lives of outstanding people of faith and the actions of such people as expressions of faith.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to identify a number of people of faith.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>Δ name some people of faith.</li> <li>□ describe some people of faith and their actions.</li> <li>○ discuss people of faith and their significance.</li> </ul>
K4	<p><b>Prayer:</b> The meaning and formulation of prayer and the ways in which people pray including the Lord's Prayer.</p> <p><b>Place of Worship:</b> Places of worship of religious groups in the local and wider community.</p> <p><b>Customs and Celebrations:</b> A widening range of religious customs and celebrations. Religious festivals and celebrations.</p> <p><b>Symbolism:</b> Some religious symbolism and ritual.</p>	<p>Pupils should</p> <ul style="list-style-type: none"> <li>• be able to describe a number of religious practices and symbols.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>Δ identify some religious practices.</li> <li>□ identify and describe several religious practices.</li> <li>○ describe in greater depth some religious practices and to identify their source.</li> </ul>



	Statutory Requirements	Expectations	Indicators of Achievement
S1	<p><b>Use of Language:</b> To begin to develop the ability to use and understand the language of religion.</p> <p><b>Use of Language:</b> to begin to develop the ability to explore different kinds of literature for example poetry, legend, parable and allegory.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to understand and use a growing religious vocabulary.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ use religious words in a limited context.</li> <li>□ begin to understand a range of religious words.</li> <li>○ use a wide religious vocabulary to express his/her understanding.</li> </ul>
S2	<p><b>Use of Sources:</b> To develop the ability to use a widening variety of primary and secondary sources.</p> <p><b>Reasoned Argument:</b> To pose questions and seek reasoned answers.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to investigate and raise questions for themselves and begin to seek answers.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ investigate and respond to questions.</li> <li>□ raise questions for him/herself.</li> <li>○ raise questions and to begin to seek answers.</li> </ul>
S3	<p><b>Empathy:</b> To develop the ability to enter imaginatively into the experiences of others.</p> <p><b>Reflection:</b> To reflect upon one's own experiences and to consider those of others.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to reflect upon their own experience and that of others and express their own thoughts with confidence.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ make statements about his/her own experiences and those of others.</li> <li>□ discuss his/her own experiences and those of others.</li> <li>○ reflect and express insights into his/her own experiences and into those of others.</li> </ul>

	Statutory Requirements	Expectations	Indicators of Achievement
A1	<p><b>Responsible Relationships:</b> To appreciate that relationships involve response and responsibility.</p> <p><b>Integrity:</b> To value truth and be honest about one's feelings, attitudes and actions.</p> <p><b>Social Awareness:</b> To develop an appreciation of the service, care and concern of others.</p> <p><b>Social Responsibilities:</b> To develop an awareness of one's own capacity to contribute to the well-being of others in the family, school and community.</p> <p><b>Forgiveness:</b> To appreciate the need to give and receive forgiveness.</p> <p><b>Sensitivity:</b> To show sensitivity towards, and develop an evaluative approach to religious beliefs, practices and institutions.</p> <p><b>Tolerance:</b> To develop a respect for people and their right to believe.</p> <p><b>Ecological Responsibility:</b> To develop a respect for the natural world as God's creation.</p> <p><b>Ecological Responsibility:</b> To develop a respect for the natural world as a place shared with fellow human beings.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to show how they value themselves, others and the world around them and explain their responsibilities.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ show that he/she values him/herself as a worthwhile individual, being honest about his/her feelings and actions.</li> <li>□ appreciate that their relationship with others and the world around him/her involves response and responsibility.</li> <li>○ respect and appreciate the beliefs and capacities of others and their contribution to society.</li> </ul>
A2	<p><b>Enquiry:</b> To develop an enquiring approach to life generally and in particular to the fundamental and religious questions life poses.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to show that they are developing an enquiring approach to life by raising deeper questions.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ raise religious questions.</li> <li>□ discuss religious questions and life issues.</li> <li>○ ask and respond to fundamental questions.</li> </ul>

## *Framework for Attainment: KS2 Exploration of Human Experience*

	<b>Statutory Requirements</b>	<b>Expectations</b>	<b>Indicators of Achievement</b>
E1	<p><b>Spiritual Experience:</b> To respond to spiritual experiences and to examine questions derived from human experience.</p> <p><b>Responsible Relationships:</b> To provide opportunities for children to appreciate that relationships involve a sensitive response and responsibility.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to respond sensitively to their own and others' life experiences.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ show an understanding of the life experiences of others.</li> <li>□ reflect deeply on his/her own experiences and relationships.</li> <li>○ respond to and evaluate the individual needs and experiences of him/herself and others.</li> </ul>
E2	<p><b>Emotions:</b> To appreciate the range of human experience as experienced by the children.</p> <p><b>Daily Experience:</b> To evaluate personal and shared experiences.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• be able to recognise the range of emotions in themselves and others and begin to understand their causes.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>△ recognise a range of emotions in him/herself and others.</li> <li>□ Acknowledge and discuss a range of emotions in him/herself and others</li> <li>○ identify and describe emotions and begin to understand their causes.</li> </ul>

