

P Scale Descriptions: Pupil-Friendly Version with Exemplars

level	I can	I can	I can	I can	I can	I can
P1	lie, sit, be part of my group whilst an RE session is running	turn my head or eye point towards an auditory/visual stimulus	smile and look towards an adult	turn towards/away from an olfactory stimulus.	become very quiet in response to worship music	become very quiet and still in response to a situation where there is silence
e.g.		guitar, human voice, white board, light	child makes definite response to adult speaking or singing	candle, incense, spices	child moving body/limbs in normal fashion will cease movement	church, sensory room
P2	clap, vocalise, hum, sing in response to songs and music.	move my body towards light, sound or scent.	enjoy celebrations with my class group (Passover, birthdays, Christmas)	show response to touching or holding a religious artefact	recognise familiar people (regular visitors, class staff)	perform a simple, repetitive action with an artefact
e.g.	clap to a song being used in the RE lesson	child reaches out arms, leans forward in wheelchair or rolls body towards stimuli	child may smile, clap, make vocal sounds	child may grasp, stroke, accept prolonged contact with object or may drop and discard object	smile, eye contact, reach to touch	put prayer cap on head, ring bell, wave flag
P3	request events or activities	sustain concentration for short periods	explore materials in a more complex way.	anticipate events or activities.	actively explore events and objects for longer periods.	greet known people
e.g.	touch guitar, pull adult in direction of activity, point, perform action that is a known part of an activity.	child sits voluntarily in circle for some part of story or activity	make marks in sand or clay	after music or candle, child may point to story book, whiteboard, RE box or symbol.	hold, turn and explore an object and pass to another child.	by pointing to photo, finger-spelling or saying name.

Level	AT1	AT1	AT2	AT2	AT2
P4	use simple elements of communication to express my feelings	join in with activities by starting ritual actions or sounds	show an understanding of yes or no	respond to the feelings of others	demonstrate an appreciation of stillness and quiet
e.g.	communicate to your teacher you liked the piece of music from religion	join in with a song about celebration	communicate a response to a simple question with a visual cue when looking at a religious book	join in with laughter at a funny puppet show which is illustrating a religious story	join in with the class candle time (quiet reflection time)
P5	use words, gestures, signs and symbols in response to a simple, familiar question or experience connected to RE	use simple phrases to talk about a story or picture	respond to a variety of new religious experiences	take part in an activity involving two or three others	engage in moments of individual reflection
e.g.	close hands as a symbol of prayer	'Sita gone.' in the story of Rama and Sita	taste some new food, or respond to music from religion	use gestures, symbols or signs to show a like or dislike, move away / towards an artefact	sit still in a quiet moment in the RE lesson

Level	AT1	AT1	AT2	AT2	AT2	AT2
P6	carry out ritualised actions in familiar circumstances	contribute to celebrations and festivals	respond to others in a group and co-operate when in a group	respond to familiar stories, poems and music from religions	express and communicate my feelings in different ways	see that my actions affect others. Show concern and sympathy for others in distress
e.g.	join in with a happy birthday song	take part in the Christmas play	look at the speaker and or the person holding the resource	answer a simple question about a religious story – ‘Where is Jesus n the picture?’	choose a sad face symbol to show unhappiness	clapping as a positive response to another’s success. e.g. comforting someone that is crying
P7	listen to and follow a religious story.	communicate my ideas about religion, life events and experiences using simple phrases.	find out about different aspects of religion through stories, music, visits and drama and respond to questions.	evaluate my work and behaviour in simple ways and know some actions as right or wrong according to their consequences	communicate my feelings on what is special to me	make a purposeful relationship, recognising that other people have different needs
e.g	name at least one key religious person within the story	‘I miss my pet dog’	go to a synagogue and share what they have discovered	make a comment on their work: ‘I concentrated on the DVD’ and comment on behaviour: ‘Sorry for hurting you’	I had a party and presents for my birthday	make a collage with others, respecting other people’s choices

Level	AT1	AT1	AT2	AT2	AT2	AT2
P8	listen attentively to religious stories or to people talking about religion	communicate simple facts about religion and its importance for some people	understand that religious stories can carry moral and religious meaning. Retell a religious story.	communicate ideas, feelings or responses to experiences. Demonstrate a basic understanding of what is 'right' and 'wrong' in familiar situations.	realise the significance of religious artefacts symbols and places	reflect on what makes me happy sad, excited or lonely. Show sensitivity and respect to others and their environment.
e.g	ask 'Why did the father welcome back his son with open arms?' (story of the Prodigal Son)	know the Torah is a special text for Jews	talk about how David showed courage when he met Goliath	tell a friend about your visit to a local church. Think about whether people were right or wrong when they met the injured man in the story of the Good Samaritan.	cover head, wash hands and feet before entering a Mosque. Change behaviour within the Mosque.	'I was lonely when my friend was away sick.' Be friendly to someone feeling sad.

LEVEL DESCRIPTIONS: PUPIL-FRIENDLY VERSION WITH EXEMPLARS

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Level	AT1 Learning about religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
	a) beliefs, teachings and sources	b) practices and ways of life	c) forms of expression	d) identity and belonging	e) meaning, purpose and truth	f) values and commitments
	I can	I can	I can	I can	I can	I can
1	remember a Christian story and talk about it.	use the right names for things that are special to Christians and Jews.	recognise religious art, symbols and words, and talk about them.	talk about things that happen to me.	talk about what I find interesting or puzzling.	talk about what is important to me and to other people.
	e.g. talk about the story of the Good Samaritan.	e.g. say "That is a Church," or " This is a synagogue," when looking at places of worship.	e.g. say, "That is a Star of David," when my teacher shows me a picture.	e.g. talk about how I felt when my baby brother or sister was born.	e.g. say, "I like the bit when David was brave against Goliath."	e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel.
2	tell a Christian story and say some things that people believe.	talk about some of the things that are the same for different religious people.	say what some Christian and Jewish symbols stand for and say what some of the art is about .	ask about what happens to others with respect for their feelings.	talk about some things in stories that make people ask questions.	talk about what is important to me and to others with respect for their feelings.
	e.g. tell the story of the birth of Jesus and say that Christians believe Jesus is God's son.	e.g. say that Christians and Jews both have holy books.	e.g. say that the cross reminds Christians that Jesus died on a cross.	e.g. think about how Jewish people say sorry as part of Rosh Hashanah.	e.g. say "It was puzzling and mysterious when God spoke to Moses."	e.g. say "I agree with the rule about not stealing as stealing is not fair."
3	describe what a believer might learn from a religious story.	describe some of the things that are the same and different for religious people.	use religious words to describe some of the different ways in which people show their beliefs.	compare some of the things that influence me with those that influence other people.	ask important questions about life and compare my ideas with those of other people.	link things that are important to me and other people with the way I think and behave.
	e.g. make a connection between forgiveness and the story of the Prodigal Son.	e.g. note how Christians and Jews both treat their holy books with respect but look after them in different ways.	e.g. identify special clothes Jewish people might wear.	e.g. talk about how Jesus influenced his disciples and how friends influence me.	e.g. ask why many people believe in life after death, giving my view and comparing with a particular religious view.	e.g. talk about how listening to a story about generosity might make me behave when I hear about people who are suffering.

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Level	a) beliefs, teachings and sources	b) practices and ways of life	c) forms of expression	d) identity and belonging	e) meaning, purpose and truth	f) values and commitments
	I can	I can	I can	I can	I can	I can
4	make links between the beliefs teachings and sources of different religious groups and show how they are connected to believers' lives.	use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups.	describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others.	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups.	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.
	e.g. connect some sayings of Jesus with different Christian beliefs about giving	e.g. compare ideas and views about pilgrimage and journeys in Christianity and Hinduism.	e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there.	e.g. write an interview with a member of a religious community, referring to the beliefs which sustain them and give them their identity.	e.g. ask some questions about life after death and provide answers that refer to resurrection and reincarnation.	e.g. present a report about the environment and suggest what might happen depending on different moral choices that could be made.
5	suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions.	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.
	e.g. compare different Christian beliefs about the Resurrection	e.g. write an account of Hajj which explains why many Shi'a Muslims will go on to visit the tomb of Ali because they believe that he was the rightful successor to the Prophet Muhammad	e.g. consider how religious symbols are used in Christianity and Hinduism, suggesting similarities and differences in their use.	e.g. write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what has been learnt about religious identity and community	e.g. write a short story which raises questions about what is 'true' and which relates to my own personal search for meaning in life and compare this with the four noble truths in Buddhism	e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others' lives

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6	say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them.	say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies.	use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.	consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples.	use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth.	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me
	e.g. complete a poster demonstrating two contrasting religious views on evil and suffering and making reference to religious texts and teachings which support the alternative teachings.	e.g. prepare a guide for Anglican Christians on the celebration of Easter in the Orthodox Church, showing how belief in the resurrection is expressed in different ways.	e.g. produce a booklet illustrating and explaining different sorts of symbolic expression involved in the life of a Buddhist monk or nun.	e.g. write a news report on different Sikh attitudes to aspects of 'British' culture, explaining how Sikh views of human nature and society affect their views.	e.g. produce a booklet of ideas about the soul and ahimsa in Hinduism with reference to religious and non-religious points of view and my own conclusions.	e.g. produce an e-media presentation on religious views of 'terrorism' with reference to religious and non-religious points of view and my own conclusions

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7	present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence.	show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion.	use a wide religious and philosophical vocabulary as well as different of forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways.	give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others.	give my personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life.	give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people.
	e.g. using books and the internet, investigate Sikh beliefs about the importance of the Guru and do a presentation which coherently illustrates a variety of views.	e.g. produce two 'pen-pictures' of Muslims from different communities and explain how history and culture have influenced the way they put their faith into practice in different ways.	e.g. produce an illustrated guide to representations of Jesus from different times and cultures, explaining the Christian beliefs and values presented through the different media.	e.g. produce a summary of my own personal and social relationships alongside an analysis of Christian and other insights into human nature and community.	e.g. following research into samsara and nirvana, produce a dialogue I might have with a Buddhist about the future of humanity.	e.g. following research into Jewish and Humanist views on 'faith' schools, produce a report with my recommendations on an application for a new Jewish foundation school.

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8	analyse the results of different sorts of research and place different interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts.	weigh up different points of view and come to a conclusion on how religions and beliefs make a difference to communities and societies in different times and places.	use a comprehensive religious and philosophical vocabulary in weighing up the meaning and importance of different forms of religious, spiritual and moral expression.	weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments, reflections and examples.	weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples.	weigh up in detail a wide range of viewpoints on questions about values and commitments, and come to my own conclusions based on evidence, arguments, reflections and examples.
	e.g. research the internet and interview individuals to produce a contextual comparison of interpretations of the resurrection of Jesus.	e.g. conduct a questionnaire and produce findings on varying effects of religion in different local communities.	e.g. select some items of Buddhist artistic expression for an exhibition and produce a booklet of explanations of the symbolism and impact of the items for Buddhist belief and practice over time.	e.g. write an article entitled, 'What is distinctive about Judaism?' making use of Jewish and non-Jewish points of view and coming to a conclusion that takes account of religious, cultural and philosophical perspectives.	e.g. write a speech for or against the motion that 'science will one day remove all need for religion', coming to a conclusion that takes account of religious, philosophical and historical perspectives.	e.g. write a dialogue between a Muslim and a Buddhist on how religious insights might save us from environmental disaster and write a conclusion that takes account of religious and social perspectives.

KEY DRIVING WORDS FOR THE LEVEL DESCRIPTIONS

Level	Learning about religion AT1	Learning from religion AT2	Religious Vocabulary Used
1	Name / Recognise / Recall	Talk about / Respond simply	Some religious words
2	Retell / Identify / Question / Begin to interpret	Respond / Identify	Key religious words
3	Describe / Make links	Make links / Reflect	Developing religious vocabulary
4	Show understanding / Describe significance and impact	Suggest answers / Respond using examples from religions studied	Developing religious vocabulary
5	Explain impact / Informed comparisons	Express views / Explain	Increasingly wide vocabulary
6	Interpret / Informed account, explaining differences	Express insight / Use reasoned arguments	Religious and philosophical vocabulary
7	Coherent account of / Analyse	Critically evaluate / Use wide range of evidence	Wide religious and philosophical vocabulary
8	Synthesise / Justify in depth / Critically evaluate	Justify views in depth / Contextualise / Analyse coherently	Comprehensive religious and philosophical vocabulary