



# Diocese of Westminster

## EDUCATION SERVICE

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### LEVELS OF ATTAINMENT IN RELIGIOUS EDUCATION AT 1. (i) Learning About Religion

#### Knowledge and understanding of 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.

Level	AT 1 (i) beliefs, teachings and sources	Our understanding	Issues	Prompt Questions to ascertain learning.
1	Recognise some religious stories	Pupils will be able to recall <i>some of the details</i> but not all of them: parts of the story (characters, setting, sequence) will be missing.	This strand draws upon Scripture as a primary source of revelation. As a result, pupils should have access to the actual Biblical authors' words as much as is possible. Stories may be told or read or both.	Can you use the .....to tell the story of ...? What can you remember about what happens next? Who can remember what [the character] does now?

2	Retell some special stories about religious events and people	<p>Pupils will have the characters, the setting and the sequence <i>in accord with the original Biblical authors' words</i>. Retell does not mean 'learn off by heart': pupils will tell the story in their own words.</p> <p>Knowledge of the story (not interpretation) is required for this level</p>	<p>At this level pupils are assessed on their knowledge of story: access to the authors' words is therefore critical. Use of literacy strategies may enable the learning of stories.</p> <p>Does explicit teaching of the story take place?</p>	<p>Who are the characters in this story? What do they do? What happens in this story? Can you tell me the story about.... What sort (genre) of passage is this?</p>
3	Make links between religious stories and beliefs	<p>Pupils will be able to articulate the <i>relationship between</i> what is read in the Bible/learned about the early Christian community, and what Catholics believe.</p> <p>Very deep knowledge <i>about the story alone</i> does not constitute movement to Level 3.</p> <p>Knowledge of Scripture and Catholic belief is required for this level.</p>	<p>Retelling a story, of itself, does not include interpreting it: interpretation in the form of what we learn/believe as a result of this story leads to Level 3.</p> <p>Does planning/lesson content ask pupils to move beyond the story to names those beliefs which have arisen as a result if it?</p>	<p>What might we learn from this passage? (<b>Interpretation</b> of the passage not just recall is required.)</p> <p>What did (Jesus telling this story/Jesus doing this) help us to believe/come to know?</p> <p>We believe that.....How does this story help us come to believe this?</p> <p>Can you see connections between this story and something Catholics believe?</p>
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	<p>Having found connections between the stories of Catholic faith and belief, at Level 4 pupils now extend their learning to describe how these stories and beliefs are expressed in other sources of revelation.</p> <p>The different books of Scripture may be understood as different and independent sources. However, in this context we understand Scripture to be a single source of revelation. Pupils' engagement with</p>	<p>Do teachers and/or pupils know the sources of revelation? (Scripture, Tradition [prayers, sacraments, creeds, devotional practices, rituals], Creation and Human Experience [in which God's action and presence is recognised and named].</p> <p>Is engagement with two sources planned for and facilitated?</p>	<p>Can you see how this story/belief is expressed in Catholic Tradition? ...lived by someone you know?</p> <p>This passage has led Catholics to believe ..... How is this belief demonstrated in what Catholics do?</p> <p>In a previous unit/topic we learned about/that..... Can you go back to that work and find connections between..... Can you show how this new learning might change/extend</p>

		<p>a number of passages of Scripture would not, therefore, constitute engagement with different sources.</p> <p>Knowledge of the sources of revelation and how they relate to, support and express one another is required for this level.</p>		your previous learning about...?
5	Identify sources of religious belief and explain how distinctive religious beliefs arise	<p>Pupils will use at least two sources of revelation as they explain how a particular belief has been developed, expressed or been clarified over time. Achievement of Level 5 requires knowledge of the historical development <b>or expression</b> of belief/s from at least three periods:</p> <p>(i) the lifetime of Jesus,  (ii) another significant period in Church history. This 'in-between' period could be covered through description of a historical event (eg the Council of Nicea AD325, the East/West schism 1054 or Vatican II 1962-1965) <b>OR</b> through discussion of the life of a saint or significant Catholic, in whose life the belief/s under discussion are expressed.  (iii) The present day</p>	<p>Previous levels have drawn on current practise and belief without an understanding of how these beliefs came to be. Pupils who practise their faith or who experience the expression of faith within the school community could well be able to draw on this 'lived knowledge' to achieve previous levels.</p> <p>However, this level asks for a specific depth of knowledge which will most probably need to be taught explicitly.</p> <p>Does the topic/unit teach pupils how beliefs have arisen?</p>	<p>Belief in .....took a long time to develop. Can you explain what happened?</p> <p>Catholics have not always believed.....How have Catholics come to this point?</p> <p>Catholics used to believe that that....Now they/we believe.....Can you explain what happened to cause that change?</p>
6	Explain how sources and arguments are used in different ways by different traditions to	<p>The verb 'explain' is defined in AT 1 (ii) Level 3 as being able to give reasons why things occur. Being able to explain something follows a</p>	<p>Level 5 asks that pupils show an understanding of how a belief has developed within the Catholic tradition. Level 6 now extends that</p>	<p>In this and the next levels the key question is one of difference and similarity. How do other traditions differ from the Catholic tradition in</p>

	provide answers to questions of religious belief, ultimate questions and ethical issues.	more basic understanding of simply what is done. Pupils at level 6 will therefore now use their knowledge of the various sources to <i>give reasons why</i> different traditions come to particular conclusions about questions of belief and ethical issues. Traditions here are understood to be Christian: for example, Catholic, Church of England, Free Church.	knowledge to include other Christian traditions.	their beliefs? How did these differing views develop?  Are there particular issues or beliefs that show a divergence of opinion among Christians? Eg the Priesthood, the role of Mary, Transubstantiation.
7	Show a coherent understanding of faith, religion and belief using a variety of sources and evidence.	Use of the term coherence implies a connectedness in thinking and understanding. Pupils will use their knowledge of the sources to discuss the relationship between religious faith, religion and belief. A sound understanding of these terms individually is required for this level. The study of more than one religion is implied.	Religious faith is defined as belief that includes belief in the existence of a transcendent other. A religion is a community or system of belief and worship. Typically it is characterised by such things as a sacred text, place of worship, structure, ethical code and set of symbols. Beliefs are those propositions held by adherents of a particular religion.	How do other religions differ from Christianity? How did these differing religious views develop?  The GCSE syllabus names such things as such as death, heaven, hell and purgatory as being suitable for discussion on the various beliefs of religions.
8	Analyse a range of faiths, religions, beliefs and teachings, making reference to the texts used and how adherents interpret them.	This level moves beyond Level 7 in three ways: <ul style="list-style-type: none"> <li>• use of the term 'analyse' means that pupils are to research and draw conclusions from/about;</li> <li>• 'a range of' implies more than two faiths etc;</li> <li>• the content area is now extended to include 'teachings.'</li> </ul> An ability to use and reference texts	The inclusion of the term 'teachings' is understood to include those expectations and principles held by different religions.	How do other religions differ from Christianity? How did these differing religious views develop? In answering this question analysis of the history, writings and beliefs of 'a range of' faiths should allow pupils to draw conclusions about the differences between religious groups.

		and the manner in which groups interpret them is required. This requires an exegetical approach to texts.		
EP	Provide a coherent and detailed analysis of faith, religion and belief.	This level extends the analysis of the previous level so that it now is used to form a coherent description of the relationships between religious faith, religion and belief. A depth of thought, detail and critical thought would be expected at this level.	At this level pupils should provide a lucid and reasoned analysis. Their conclusions should be well argued and in keeping with their sources.	<p>This level could be achieved through the asking of questions which invite reflection on the relationship between faith, religion and belief.</p> <p>Is it accurate to claim that, in considering the way they live their lives, believers must simply follow the teaching provide in their sacred text.</p> <p>To what extent do religious views about the value of human life determine notions of the quality of life and self-sacrifice?</p>

