



# Diocese of Westminster

## EDUCATION SERVICE

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### LEVELS OF ATTAINMENT IN RELIGIOUS EDUCATION

#### AT 1. (ii) Learning About Religion

#### Knowledge and understanding of 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.

Level	AT 1 (ii) celebration and ritual	Our understanding	Issues	Prompt Questions to ascertain learning.
1	Recognise some religious signs and symbols and use some religious words and phrases	<p>Pupils will do one or both of two things: they will recognise some of the signs and symbols used in/by the Church; they will use words, terms or phrases associated with Church life.</p> <p>'Recognition' implies partial familiarity. They may remember seeing things in the Church, may</p>	<p>Terminology! An unequivocal definition of 'sign' and 'symbol' is almost impossible to come to. However, signs are usually objects which are one dimensional – what they point to is literal and immediate. Symbols contain meaning which moves beyond literal identity to conceptual meaning.</p>	<p>Where might we find these things?</p> <p>Who would use these things?</p> <p>What do we remember when we do this?</p> <p>Do you know what this is called?</p> <p>Can you remember who carries this?</p>

		<p>recall some of the things 'Father' says or does but their knowledge will be fragmented, patchy and perhaps even only partly correct.</p>	<p>Signs are sometimes described as things which 'say' something, symbols as things which 'stand' for something.</p> <p>The easiest symbols for young children to understand are water and light; where the 'literal' properties and use relate to the symbolic ones. Eg water literally washes us: water at baptism symbolically washes us.</p> <p>Note: The consecrated Eucharist species are neither signs nor symbols, they are better referred to as elements.</p> <p>Are pupils introduced to some of the signs, actions, elements and actions of the Church?</p>	<p>Note: Questions which give solid clues to the answer can be useful for developing understanding.</p>
2	Use religious words and phrases to describe some religious actions and symbols	Pupils will be able to name and describe both the physical attributes and the use of some of the signs, symbols, elements and actions of the Church.	<p>Although the target does not explicitly mention them, we should assume that 'signs' are included in this level as well.</p> <p>The focus in this level is what 'it' is; what we use 'it' for.</p> <p>Are pupils introduced to some of the signs, actions, elements and actions of the Church?</p>	<p>Who remembers what we use this for? Who can show me how we use this...or do this...?</p> <p>Which one of these is the ...?</p> <p>What do Catholics do when [they enter the Church]?</p> <p>What does Father do during/at...?</p>

3	Use a developing religious vocabulary to give reasons for religious actions and symbols	Pupils will not only know what the 'thing' (sign, symbol, element or action) is, they will be able to explain <i>why</i> they are used or performed.	<p>There are two issues here. The notion of a 'developing' vocabulary presumes evidenced progress from Level 2; extension of learning means that <i>why</i> Catholics do and say certain things is articulated by pupils.</p> <p>The focus in this level moves from description to rationale. The key question is, why?</p> <p>Does planning indicate that pupils are taught why particular actions and symbols are used?</p>	<p>Father uses a/does ..... Why does he do that?</p> <p>When we do/say .....what are we showing we believe?</p> <p>Catholics use [a white garment] to show that we [are made 'fresh' and 'clean' and 'new' in Baptism]. Is a [white garment] a good symbol for showing this? Why?</p> <p>Why do Catholics do this...what does it show/explain/demonstrate/convey?</p>
4	Use religious terms to show an understanding of different liturgies	<p>The term 'liturgies' here is understood to mean the public worship of the Catholic Church such as the Sacraments, Liturgy of the Word.</p> <p>Pupils will express their understanding using correct terminology.</p>	<p>The kind of understanding of the last two levels (what? and why?) is now brought to <i>whole liturgies</i>. Rather than describe and explain the individual parts (signs, symbols, elements or actions) of liturgies pupils are now asked to show their understanding of <i>complete</i> liturgies as whole acts of worship.</p> <p>The plural implies that they understand <i>more than one</i> liturgical form although this understanding might not be demonstrated in a single lesson/topic/unit.</p> <p>Does the planning show that</p>	<p>'What' questions: what is it called? What happens? In what order? What does it mean? What does it express? What do Catholics think it achieves/demonstrates/conveys/does?</p> <p>'Why' questions: Why do Catholics do this? Why it is important?</p> <p>'How' questions? How does [the Eucharist] express Catholic belief? How does [the sacrament of Penance] convey faith? How do the individual parts [of the Rosary] come together to express belief?</p> <p>Connecting questions: How is this faith expressed in another Liturgy? How do other [Sacraments of Healing]</p>

			pupils have been taught the structure, signs, symbols, actions and elements of whole liturgies?	symbolise [peace]? What place does [the Word of God] have in other liturgies?
5	Describe and explain the meaning and purpose of a variety of forms of worship	<p>The phrase 'forms of worship' is understood to mean:</p> <ul style="list-style-type: none"> <li>• Other forms of Catholic Worship (eg devotional forms such as the Rosary, Novenas, the Stations of the Cross,)</li> <li>• Worship in other Christian traditions</li> <li>• Worship of Judaism and other religions</li> </ul> <p>Pupils will describe what occurs; explain why it is done and what it means.</p>	<p>Having an understanding of the public liturgies of the Catholic Church pupils are now asked to look at the worship of other Christian traditions. While in the achievement of this level pupils will likely observe similarities and differences in different forms of worship, comparison which detracts from the integrity of worship should be avoided.</p> <p>Questions are more likely to be 'generic' rather than specific.</p> <p>Are pupils enabled to find similarities and differences between forms of worship?</p>	<p>'What' questions: what is it called? What happens? In what order? What does it mean? What does it express? What do [adherents] think it achieves/demonstrates/conveys/does?</p> <p>'Why' questions: Why do [adherents] do this? Why it is important for them?</p> <p>'How' questions? How does [the worship] express belief? How does [the worship] convey or celebrate faith? How do the individual parts [of the worship] come together to express belief?</p> <p>Connecting questions:</p> <p>What place does [sacred text/symbol] have in sacred worship?</p> <p>Do all faith traditions express their belief in a similar way?</p>
6	Explain the significance for believers of different forms of	Following on from Level 5 this level asks pupils to describe and explain why different forms of	Consideration needs to be given to reviewing KS3 programmes to identify where these are covered.	The 'what', 'why' and 'how' questions of the previous level are still applicable here.

	<p>religious and spiritual celebration.</p>	<p>spiritual expression are significant. This level moves beyond level 5 in two ways:</p> <ol style="list-style-type: none"> <li>1. The inclusion of 'spiritual celebration' moves beyond Level 4 and 5 (which focus on liturgies and forms of worship) to individual prayer practises such as Lectio Divina or The Examen.</li> <li>2. The emphasis is now on explaining the meaning of religious or spiritual celebration for believers.</li> </ol> <p>In keeping with AT 1 (i) Level 6 the term <i>believers</i> is understood to mean Christian.</p>	<p>There is a clear move forward towards GCSE level skills.</p> <p>Use of writing in the third person may be useful here.</p>	<p>The content to which they might be applied is now more expansive both in the style of spiritual celebration and in the range of Christian denominations studied.</p> <p>Connecting questions:</p> <p>What place does [sacred text/symbol] have in the worship or prayer life of people of faith?</p> <p>Do all faith traditions express belief in a similar way?</p> <p>How are the life practices of people of faith expressed?</p>
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7	Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration.	<p>Use of the word coherence again at this level (see AT 1 (i) ) suggests that pupils will demonstrate connectedness in their thinking and understanding.</p> <p>Pupils at this level should bring together ideas from both religion and philosophy in response to questions about religious celebrations studied at Levels 5 and 6.</p> <p>The expectation is that pupils will use a wide range of religious and philosophical vocab. Successful movement in this level shows clarity in bringing different ideas together.</p> <p>In keeping with the expectation of AT 1 (i) Level 7 the study of more than one religion is expected.</p>	A clear understanding of the expectation of pupils with regard to vocabulary and terminology in Levels 7 and 8 is important here.	<p>The 'what', 'why' and 'how' questions of the previous levels continues with greater depth of thought and clarity of understanding.</p> <p>Connecting questions:</p> <p>In what ways are the individual practises of adherents sustaining for the wider religious communities?</p> <p>Collective worship in all its forms brings members of religious communities together. How might this be considered formative of the individual believer?</p>
8	Use a comprehensive religious and philosophical vocabulary to analyse and interpret varied religious and spiritual expression.	<p>Level 8 moves in three ways</p> <ol style="list-style-type: none"> <li>1. The phrase 'religious expression' now invites consideration of ways of dress, liturgical actions, food laws, practises at home, lifestyle choices etc.</li> <li>2. The term 'comprehensive' suggests a use of vocabulary greater than that used in Level 7.</li> <li>3. The expectation that pupils will</li> </ol>	A clear understanding of the expectation of pupils with regard to vocabulary and terminology in Levels 7 and 8 is important here.	<p>The 'what', 'why' and 'how' questions of the previous levels continues with the inclusion of significant analysis and interpretation of content.</p> <p>Connecting questions:</p> <p>What challenges might a believer face between their lived expression of their faith and its practise within their</p>

		both analyse and interpret these expressions indicates a level of skill and depth of understanding in coming to interpretive conclusions.		religious community?  Collective worship in all its forms brings members of religious communities together. How might the gathering of people of faith be seen as divisive in wider society?
EP	Evaluate in depth the nature of religious and spiritual expression in contemporary society.	Using the knowledge and understanding acquired and the skills of evaluation EP level moves the student to a concretely A level approach.  This evaluation will involve a critique of spiritual expression within society.		The 'what', 'why' and 'how' questions of the previous levels continues with the inclusion of evaluation of content.  Connecting questions:  Evaluate the claim that all sources of religious authority depend on each other.  The best guide to decision making is the religious conscience. Discuss and evaluate this claim.