

Non-statutory National Framework for Religious Education, 2004 – ‘I Can’ Attainment Statements ©REOnline / Culham Institute

| | 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: | | |
|-------|---|---|--|---|--|---|
| Level | beliefs, teachings and sources | practices and ways of life | forms of expression | identity and belonging | meaning, purpose and truth | values and commitments |
| | I can | I can | I can | I can | I can | I can |
| 1 | remember a Christian (Hindu, etc.) story and talk about it e.g. talk about the story of Diwali | use the right names for things that are special to Buddhists (Jews, etc) e.g. say "That is a Church", or "She's praying" when my teacher shows me a picture | recognise religious art, symbols and words and talk about them e.g. say "That is a Star of David" when my teacher shows me a picture | talk about things that happen to me e.g. talk about how I felt when my baby brother was born | talk about what I find interesting or puzzling e.g. say "I like the bit when Krishna helped his friend" | talk about what is important to me and to other people 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 (Sikh, etc.) story and say some things that people believe e.g. tell the story of the birth of Jesus say that Christians believe in God | talk about some of the things that that are the same for different religious people e.g. say that Christians and Sikhs both have holy books | say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about e.g. say that the cross reminds Christians that Jesus died on a cross; e.g. say that some people dance, sing, recite for God | ask about what happens to others with respect for their feelings e.g. say "Was Jonah hurt after being inside the big fish?" | talk about some things in stories that make people ask questions e.g. say "It was mysterious when God spoke to Moses" | talk about what is important to me and to others with respect for their feelings 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 e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble | describe some of the things that are the same and different for religious people e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books e.g note that Muslims and Christians both pray but in different ways | use religious words to describe some of the different ways in which people show their beliefs e.g. label a picture of Shiva Nataraja to show links with Hindu beliefs about God | compare some of the things that influence me with those that influence other people e.g. talk about how Jesus influenced his disciples and how friends influence them | ask important questions about life and compare my ideas with those of other people e.g. ask why many people believe in life after death, give their view and compare with a particular religious view | link things that are important to me and other people with the way I think and behave e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering |

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| 4 | <p>make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers’ lives</p> <p>e.g. make links between Qur’anic and Biblical sources and Muslim and Jewish charities e.g. connect some sayings of Jesus with different Christian beliefs about animals</p> | <p>use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</p> <p>e.g. use some Pali or Sanskrit terms in describing two different Buddhist types of meditation e.g. compare the way that Hindus and Buddhists might meditate</p> | <p>express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean</p> <p>e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there</p> | <p>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</p> <p>e.g. write an imaginary interview with a member of a minority religious community, referring to the beliefs which sustain them</p> | <p>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 or individuals</p> <p>e.g. write some questions about life after death and provide answers that refer to resurrection and reincarnation</p> | <p>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</p> <p>e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made</p> |
| 5 | <p>suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</p> <p>e.g. compare different Jewish beliefs about the Messiah and say how different interpretations may come about, using biblical and other texts to illustrate their answers</p> | <p>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</p> <p>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</p> | <p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions</p> <p>e.g. produce a survey of different forms of creative religious expression and suggestions for similarities and differences between them</p> | <p>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</p> <p>e.g. write a ‘question and answer’ style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community</p> | <p>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</p> <p>e.g. write a short story which raises questions about what is ‘true’ and which relates to their own personal search for meaning in life</p> | <p>ask questions about things that are important to me and to other people and suggest answers which relate to my own and others’ lives</p> <p>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</p> |

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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 astrology 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 resurrection belief 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 ‘Good Life’ with reference to religious and non-religious points of view and their 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 their own conclusions |
| 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 Hindu and other insights into human nature and community | e.g. following research into samsara and nirvana, produce a dialogue I might have with a(nother) 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 whether religion has had a mostly good or bad effect on 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 a Jew?' 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', and coming to a conclusion that takes account of religious, philosophical and historical perspectives | e.g. write a dialogue between a Muslim and Hindu on how religious insights might save us from environmental disaster and write a conclusion that takes account of religious and social perspectives |

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| EP | provide a consistent and detailed analysis of religions and beliefs and of how religious, spiritual and moral sources are interpreted in different ways, with an evaluation of the different methods of study used to conduct the analysis | evaluate in depth the importance of religious diversity in a pluralistic society and demonstrate how religion and beliefs have had a changing impact on different communities over time | use a complex religious, moral and philosophical vocabulary in effectively synthesising my accounts of the varied forms of religious, spiritual and moral expression | analyse in depth a wide range of perspectives on questions about who we are and where we belong and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions | analyse in depth a wide range of perspectives on questions about truth and the meaning and purpose of life, and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions | analyse in depth a wide range of perspectives on questions about values and commitments and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions |
| | e.g. write an article on 'mystical experience' which includes an evaluation of the research techniques used to gather information about it | e.g. write a report on a local religious community which analyses their place within wider society and evaluates the factors which have affected how relations with other local groups have changed over time | e.g. prepare a 'virtual' tour of a local place of worship which uses digital pictures of artefacts and architecture and includes consistent explanations of the symbolism employed in expressing religious, spiritual and moral beliefs ideas and feelings | e.g. research one 'Eastern' and one 'Western' religious view of human nature and write a report with conclusions on how far the two can be harmonised | e.g. research the history of human achievement and kindness within two religions / belief systems and write a message in defence of human beings to an alien species who think it would be better to wipe us off the face of the planet | e.g. conduct research on different attitudes to religious believers and write a report with conclusions on whether there should be a law against religious discrimination |