

**LEVELS OF ATTAINMENT IN RELIGIOUS EDUCATION**

**Pupil's Name:** .....

**Piece of work:** title .....

or opening phrase

**Focus of Work:** Attainment target 1 (i) (ii) (iii)  
(circle as appropriate)

Level achieved

Attainment target 2 (i) (ii) (iii)

Level achieved

<b>Error! Judgement</b> Identify / state clearly your reasons for awarding the level
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## Individual Pupil Record Sheet

A.T. 1 Learning about Religion: Knowledge and understanding of						
Strand	(i) beliefs, teachings and sources	evidence:	(ii) celebration and ritual	evidence:	(iii) Social and moral practices and way of life	evidence:
Level	Learners:		Learners:		Learners:	
1	Recognise some religious stories		Recognise some religious signs and symbols and use some religious words and phrases		Recognise that people, because of their religion, act in a particular way.	
2	Retell some special stories about religious events and people		Use religious words and phrases to describe some religious actions and symbols		Describe some ways in which believers live out their religion.	
3	Make links between religious stories and beliefs		Use a developing religious vocabulary to give reasons for religious actions and symbols		Give a reason for certain actions by religious people.	
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them		Use religious terms to show an understanding of a range of different liturgies		Show an understanding of how religious beliefs shape life.	
5	Explain how religious sources are used to provide answers to ultimate questions and moral issues, with explanation of how distinctive religious beliefs arise		Describe and explain the meaning and purpose of a variety of forms of worship		Identify similarities and differences between peoples' responses to social and moral issues.	
<p>Year _____ Term _____</p> <p>Name _____</p>						

## Individual Pupil Record Sheet

A.T. 2 Learning from Religion - Response, evaluation and application						
Strand	i):engagement with own and others beliefs and values. Learners:	evidence:	ii): engagement with questions of meaning and purpose. Learners:	evidence:	iii):reflection and contemplation. Learners:	evidence:
Level						
1	Say what matters about their experiences and feelings		Recognise questions		Be still and think quietly	
2	Ask and respond to questions about their own and others' experiences and feelings		Explain in simple terms that some questions have many answers.		Participate in periods of stillness and quiet reflection on a given thought	
3	Reflect on how feelings and beliefs affect behaviour		Discuss some religious and non religious answers to questions.		Understand the importance of stillness and quiet during times of reflection	
4	Understand how beliefs and values inform people's decision making.		Ask questions of meaning with confidence, arising out of their own and others experiences.		Discuss the merits of different places and situations conducive to reflection and prayer.	
5	Explain what inspires and influences them, expressing their own and others views on the challenges of belonging to a religion		Show that people have different answers to questions of meaning.		Explain how periods of silence and stillness may be used for reflection and prayer.	
<p>Year _____ Term _____</p> <p>Name _____</p>						

**Religious Education**  
**Monitoring: Pupils' work and Teachers' Planning:**

Year/Term _____ A1/A2/Sp1/Sp2/Su1/Su2_____	Topic _____		
Is RE sufficiently represented on the timetable?	Y hours	N hours	NE
Are there any multi-cultural/ multi-faith links made?	Y	N	NE
Scale of coverage	Judaism	Islam	Hinduism Buddhism
Indication of the use of prayer and worship, meditation and/or reflection to support teaching and learning?	Y P&W Meditation Reflection	N P&W Meditation Reflection	NE P&W Meditation Reflection
Specific assessment tasks – linked to Salford Diocese	Y	N	NE
Has sufficient work been covered?	Y	N	NE
Which elements of the Curriculum have been covered?	A.T. 1 Learning about Religion		A.T. 2 Learning from Religion
	(i) K&U of beliefs, teachings and sources		(i) Engagement with own and others' beliefs and values
	(ii) K&U of celebration and ritual		(ii) Engagement with questions of meaning and purpose
	(iii) K&U of social and moral practices and way of life		(iii) Reflection and contemplation
Indication of place of worship visit	Y	N	NE
Differentiated tasks	Y	N	NE
Signs of progress	Y	N	NE
Salford RE planning sheets completed?	Y	N	NE
Use of artefacts/people/ICT	Y	N	NE
Meaningful comments on work	Y	N	NE
Advice given/Moving Forward?	Y	N	NE
<b>Y = Yes                      N = No                      NE = No Evidence</b>			

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