4.1 Attainment targets and assessment of Religious Education

The attainment targets for Religious Education

The attainment targets for Religious Education (RE) set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of Key Stages 1, 2 and 3.
As with other NC subjects, RE requires an assessment system in line with individual school systems. Each year outcome describes the types and range of performance that pupils working at that age should characteristically demonstrate.

The key indicators of attainment in RE are contained in Attainment Target 1 (AT1) (Learning about religion) and Attainment Target 2 (AT2) (Learning from religion).

Learning about religion

Includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impact on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of Interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is

concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they team about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Examples of age-related expectations in RE (KS 1 and 2)

These expectations are a statutory part of the Barnsley syllabus in so far as it sets the expectations to which teachers are strongly recommended to work and defines the progression in learning that RE teaching envisages.

The age-related expectations provide the basis to make judgements about pupils' performance in Key Stages 1 and 2.

In the Foundation Stage children are expected to meet the Early Learning Goals. At Key Stages 1 and 2 each year group has set age related expectations. These can be assessed by using percentages of a specific year group's expectations on the scale below:

Emerging Working towards age related expectations	0-50%
Secured Working at age related expectations	50%-80%
Mastered Working above age related expectations	80%-100%

At Key Stages 3 and 4 students are assessed (from year 7) using criteria matched to the RE GCSE examining board which the school has decided to use. The assessment systems used in Barnsley Secondary Schools therefore vary from school to school.

Examining boards commonly used include Edexcel, AQA, WJEC, Eduqas and OCR. Edexcel and AQA are currently the most commonly used in Barnsley. Some of our Secondary Schools are using a grading system from Year 7 onwards.

Attainment at the end of a key stage

In deciding on a pupil's attainment at the end of a key stage, teachers should judge which description (Emerging/Secured/Mastered) best fits the pupil's performance. General reporting regulations mean that schools must report to parents annually on the child's 'progress and attainment' with regard to subjects of the curriculum' and RE is included in this general requirement. The use of age-related expectations for this report is a matter for schools.

The expectations for AT1 **Learning about religion** refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs and teachings
- practices and ways of life
- forms of expression.

The expectations for AT2 **Learning from religion** refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- identity and belonging
- meaning, purpose and truth
- values and commitments

4.2   Age related expectations for the Barnsley Local Agreed Syllabus

Assessment of Religious Education

Assessing the achievements of pupils in RE in ways that are manageable, fair and valid is one of the key ways in which quality learning in the subject can be developed. This section of the syllabus draws together the advice and requirements of the Agreed Syllabus Conference about the standards set, and how to achieve them. But the section does not stand alone: the whole syllabus reflects these standards through the teaching and learning intentions which are established.

Assessment for learning in Religious Education

The key purposes of assessment in RE in the Barnsley Local Agreed Syllabus are all concerned with learning rather than comparability. Good practice in assessment for learning uses a range of techniques to make sure that teachers' assessment work has a positive, Impact on pupils' standards of achievement. These techniques include:

* careful questioning strategies
* task setting that connects with teaching
* sharing objectives with learners in ways that point clearly to progress
* target marking - telling pupils what they need to do to Improve
* task setting that energises learning rather than merely asking for replication
* the use of feedback strategies that help pupils improve
* self-assessment
* peer assessment

In RE, there is often a huge workload of marking and assessment - some primary teachers have only an hour a week for RE and some secondary teachers see over 500 pupils in a week. This makes it vital that assessment by the teacher is economical with time and connects clearly to improving learning.

The following tables are examples of age-related expectations for each year group. It is suggested that each outcome is met three times during an academic year. An outcome is only considered met and recorded if a pupil has a secure knowledge of that outcome.

Once a pupil meets the outcome three times it can be counted as 10% towards a final percentage grade. The percentage grade can be emerging/secured/mastered as outlined on Page 37. Each year group has ten outcomes to save valuable teacher time in arriving at a final percentage at the end of the academic year.

The grids are designed to be attached to the back of a pupil's RE book to inform the teacher and pupil and the information transferred to an End of Year Assessment statement (see page 48).

The age-related expectation tables following are only examples end teachers will see how they might be adapted to different curriculum content or age groups and to different religions. Teachers could seek to generate their own 'I can' statements.

Year 1 age related expectations I can…				%
AT1: Use some religious words and phrases to recognise and name features of religious life and practice.				
Recall a religious story.				
Recognise religious symbols.				
Identify how a Christian would express religious faith.				
Identify how another world religion would express religious faith.				
AT2: Describe how I feel at different times of the day.				
Name something that I find interesting.				
Ask a question about 'why' something happens.				
Talk about something I care about.				
Talk about something that worries me.				

Year 2 age related expectations I can…				%
AT1: Recall religious stories and symbols applied in everyday life.				
Suggest a meaning behind a religious story.				
Use some religious words and phrases to identify the importance of religious faith.				
Identify two similarities in Christianity and another world religion.				
Identify a difference between Christianity and another world religion.				
AT2: Ask and respond sensitively to my peers' questions about their experiences and feelings.				
Answer questions appropriately about my experiences and feelings.				
Create my own question that is difficult to answer (eg How many stars in the sky?).				
Identify 3 things that I think are good (eg kindness, consideration for others).				
Identify 3 things that are wrong (eg hurting others, being unkind).				

Year 3 age related expectations I can…				%
AT1: Describe three things Christians believe in and say what difference the beliefs make at Christmas.				
Identify three main things another world religion believes in.				
Describe some symbols of belonging that Christians and another world religion use when they worship.				
Recognise and describe three similarities between a Christian festival and another world religion festival.				
List four differences between two different places of worship, answer and discuss the question 'What is the purpose of a sacred place?'				
AT2: Ask good questions of my own about why worshippers choose to attend places of worship.				
Write my reflections on two religious values: how would my school change if we all lived by these values?				
Suggest answers a religious person might give to questions about their practice of giving to charity (eg Christian Aid and Muslims giving money or alms at Zakat).				
Prepare a reflection on the way religious festivals matter (eg resurrection at Easter and Hajj) making a link to what matters to me.				
Make a link between my own values and another religious value (eg caring for the sick and elderly).				

Year 4 age related expectations I can…				%
AT1: Show my understanding of similarities and differences between two world religions				
Show understanding of belonging to a religion.				
Consider how children in at least two religions would be preparing for a significant religious life event (eg confirmation, bar mitzvah) or a life event in later life (eg marriage).				
Suggest what difference worship makes to life.				
Make a link between a piece of Christian music and a Bible text which inspired it.				
AT2: Describe something I find inspiring in a poem, painting or design.				
Explain how religious quotations could be inspiring.				
Ask some questions and suggest some answers about how the Bible influences Christians, and what influences me.				
Suggest some things people do to find peace, stillness and rest (including practices of worship) and some things I do.				
Make a link between religious leaders I have studied and the kind of person I like to 'follow.' Compare my answers thoughtfully with someone else's answers.				

Year 5 age related expectations I can…				%
AT1: Identify similarities and differences in views about God between Christianity and another world religion.				
Show that I understand how a Christian story (eg the Parable of the Good Samaritan) can have an impact on Christians today.				
Show that I understand why a pilgrimage is different from a holiday and describe what pilgrims hope for on their way to a religious site (eg Makkah/Iona).				
Describe and link up Christian beliefs with Christian behaviour eg belief in God as a creator linked to 'green' practice.				
Describe how two contemporary religious leaders have inspired their followers to make a difference in their community.				
AT2: Identify a religious view on peace and conflict.				
Identify inspirational Christians and explain why and how they were inspired to work for equality eg Mother Teresa and Martin Luther King Jr.				
Describe my vision of an inspiring community.				
Create a statement of my own beliefs about God and human values referring to ideas from another religion I have studied.				
Express how art forms suggest religious views.				

Year 6 age related expectations I can…				%
AT1: Explain how Christians and another world religion share some ideas about God, recognising that they are different too.				
Explain the impacts of the ways a religious charity (eg Christian Aid or Islamic Relief) put religious teaching into action in a world of poverty.				
Recognise something unique in each of three world religions which have been studied throughout school and suggest why each religion spends time in silence and stillness.				
Recognise similarities and differences between two branches of Christianity.				
Suggest reasons why some scientists see religion as a problem, but others see it as a partner.				
AT2: Suggest some religious views on peace and conflict, relating the ideas to my own life.				
Devise four good reasons about what makes a leader worth following.				
Give my views on the fact that the top 1% wealthiest people own more than the combined 99% of the world's population.				
Explain two influences that sometimes make people tell lies and two influences that encourage truthfulness.				
Refer to any world religion text or quotation and give my own response to their belief about God showing respect towards other beliefs.				

Year 1 age related expectations I can…				%
AT1: Use some religious words and phrases to recognise and name features of religious life and practice	✓	✓		
Recall a religious story	✓			
Recognise religious symbols	✓			
Identify how a Christian would express religious faith	✓			
Identify how another world religion would express religious faith	✓			
AT2: Describe how I feel at different times of the day	✓			
Name something that I find interesting	✓	✓	✓	10%
Ask a question about 'why' something happens	✓			
Talk about something I care about	✓	✓	✓	10%
Talk about something that worries me	✓	✓	✓	10%

An example of EMERGING (0% - 50%) (Working towards age related expectations).

Year 3 age related expectations I can…				%
AT1: Describe three things Christians believe in and say what difference the beliefs make at Christmas.	✓	✓	✓	10%
Identify three main things another world religion believes in.	✓	✓		
Describe some symbols of belonging that Christians and another world religion use when they worship.	✓	✓	✓	10%
Recognise and describe three similarities between a Christian festival and another world religion festival.	✓	✓	✓	10%
List four differences between two different places of worship, answer and discuss the question 'What is the purpose of a sacred place?'	✓	✓	✓	10%
AT2: Ask good questions of my own about why worshippers choose to attend places of worship.	✓	✓	✓	10%
Write my reflections on two religious values: how would my school change if we all lived by these values?	✓	✓		
Suggest answers a religious person might give to questions about their practice of giving to charity (eg Christian Aid and Muslims giving money or alms at Zakat).	✓	✓		
Prepare a reflection on the way religious festivals matter (eg resurrection at Easter and Hajj) making a link to what matters to me.	✓	✓		
Make a link between my own values and another religious value (eg caring for the sick and elderly).	✓			

An example of SECURED (50%+ - 80%) (Working at age related expectations)

Year 6 age related expectations I can…				%
AT1: Explain how Christians and another world religion share some ideas about God, recognising that they are different too.	✓	✓	✓	10%
Explain the impacts of the ways a religious charity (eg Christian Aid or Islamic Relief) put religious teaching into action in a world of poverty.	✓	✓	✓	10%
Recognise something unique in each of three world religions which have been studied throughout school and suggest why each religion spends time in silence and stillness.	✓	✓		
Recognise similarities and differences between two branches of Christianity.	✓	✓	✓	10%
Suggest reasons why some scientists see religion as a problem, but others see it as a partner.	✓	✓		
AT2: Suggest some religious views on peace and conflict, relating the ideas to my own life.	✓	✓	✓	10%
Devise four good reasons about what makes a leader worth following.	✓	✓	✓	10%
Give my views on the fact that the top 1% wealthiest people own more than the combined 99% of the world's population.	✓	✓	✓	10%
Explain two influences that sometimes make people tell lies and two influences that encourage truthfulness.	✓	✓	✓	10%
Refer to any world religion text or quotation and give my own response to their belief about God showing respect towards other beliefs.	✓	✓	✓	10%

An example of MASTERED (80% + - 100%) (Working above age related expectations)

Example – Year 3 End of year assessment

Student name	AT1: I can						AT2: I can					
	Describe three things Christians believe in and say what difference the beliefs make at Christmas	Identify three main things another world religion believes in	Describe some symbols of belonging that Christians and another world religion use when they worship	Recognise and describe three similarities between a Christian festival and another world religion festival	List four differences between two different places of worship, answer and discuss the question ' What is the purpose of a sacred place?'		Ask good questions of my own about why worshippers choose to attend places of worship	Write my reflections on two religious' values: how would my school change if we all lived by these values?	Suggest answers a religious person might give to questions about their practice of giving to charity (eg Christian Aid and Muslims giving money or alms at Zakat)	Prepare a reflection on the way religious festivals matter (eg resurrection at Easter and Hajj) making a link to what matters to me	Make a link between my own values and another religious value (eg caring for the sick and elderly)	
Nicola Adams	3	2	3	3	3		3	2	2	2	1	50%+ S
Alistair Brownlee	2	1	1	2	1		1	3	1	3	3	30%+ E
Jade Jones	3	3	2	3	2		3	3	3	3	3	80%+ M
Jason Kenny	1	2	1	1	1		2	3	2	3	2	20%+ E
Adam Peaty	3	2	2	3	3		3	3	2	1	1	50%+ S
Laura Trott	3	2	3	3	3		3	2	3	3	3	80%+ M

The numerical system informs the Y4 teacher of each student's level of understanding for each statement.
Highlighting will enable teachers to target areas of weakness and inform planning.

4.4   Assessment in the Early Years Foundation Stage (EYFS)

The Early Learning Goals for these areas of learning which are most closely related to children's learning in religious education are identified below. The achievement of these Early Learning Goals demonstrates that the child has achieved the expected level of development by the end of the Reception year. This achievement is recorded as part of the EYFS Profile, which is relayed to the Local Authority and DfEE and reported annually to parents. The report states that a child is at an Emerging, Expected or Exceeding level of development.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.*

Self-confidence and self-awareness: Children are confident to try new activities and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.*

Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations and take changes of routine in their stride.*

Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to other's needs and feelings and form positive relationships with adults and other children.*

Communication and Language development: involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.*

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another actively.*

Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.*

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen In the future. They develop their own narratives and explanations by connecting ideas or events.*

Understanding the world Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.*

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.*

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur and talk about changes.*

Expressive arts and design Involves providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities In art, music, movement, dance and role play.*

Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own Ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*

NB   Further explanations referring to the above can be found in:
    * "Early Years Foundation Stage Profile Handbook" 2016 and
    "Development Matters in the Early Years Foundation Stage (EYFS)" Sept 2014

Attainment and assessment in Religious Education

Suggestions for the assessment of the Early Years Foundation Stage (EYFS) through RE themes. Here are some statements taken directly from "Development Matters in the Early Years Foundation Stage (EYFS Sept 2014 that may inform your assessment in building up to the achievement of the Early Learning Goals (ELGs) through Themes 1, 2, and 3 (pages 64, 66, 68)

Developmental stage	How a child might demonstrate being at this stage of development
30 – 50 Months	- Can play in a group, extending and elaborating play ideas, eg building up a role play activity with other children - Keeps play going by responding to what others are saying or doing - Is more outgoing towards unfamiliar people and more confident in new social situations - Confident to talk to other children when playing and will communicate freely about own home and community - Aware of own feelings and knows that some actions and words can hurt others' feelings - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others - Can usually adapt behaviour to different events, social situations and changes In routine - Listens to others one to one or in small groups, when conversation interests them - Listens to stories with increasing attention and recall - Understands use of objects (eg 'What do we use to cut things? - Beginning to understand 'why' and 'how' questions - Can retell a simple past event In correct order (eg went down slide, hurt finger) - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences - Questions why things happen and gives explanations. Asks eg who, what, when, how - Uses vocabulary focused on objects and people that are of particular importance to them - Builds up vocabulary that reflects the breadth of their experiences - Uses talk In pretending that objects stand for something else in play eg 'This box Is my castle' - Shows interest In the lives of people who are familiar to them - Remembers and talks about significant events in their own experience - Recognises and describes special times or events for family or friends - Shows interest in different occupations and ways of life - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world - Can talk about some of the things they have observed such as plants, animals, natural and found objects - Talks about why things happen and how things work - Developing an understanding of growth, decay and changes over time - Shows care and concern for living things and the environment - Uses movement to express feelings - Creates movement In response to music - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult Is not there - Engages in imaginative role-play based on own first-hand experiences - Builds stories around toys eg farm animals needing rescue from an armchair 'cliff.' - Uses available resources to create props to support role-play - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

Developmental stage	How a child might demonstrate being at this stage of development
40 – 60 Months	• Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding and asks appropriate questions of others. • Confident to speak to others about own needs, wants, interests and opinions • Can describe self in positive terms and talk about abilities. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Beginning to be able to negotiate and solve problems without aggression eg • when someone has taken their toy. • Maintains attention, concentrates and sits quietly during appropriate activity • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feeling and events. • Introduces a storyline or narrative into their play. • Enjoys joining In with family customs and routines. • Looks closely at similarities, differences, patterns and change. • Create simple representations of events, people and objects. • Initiates new combinations or movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays co-operatively as part of a group to develop and act out a narrative

Early Learning Goals
(most closely related to children's learning in religious education)
These can be achieved at any point during the Early Years Foundation Stage and measured at the end of the Reception year by means of the EYFS Profile.

Personal, social and emotional development
This involves helping pupils to:

- develop a positive sense of themselves and others
- form positive relationships and develop respect for others
- develop social skills and learn how to manage their feelings
- understand appropriate behaviour in groups
- have confidence in their own abilities.

ELG 08 Self-confidence and self-awareness: pupils are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG07 Managing feelings and behaviour. Pupils talk about how they and others show feelings, talk about their own and others' behaviour, and its

consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

ELG 08 Making relationships: pupils play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Understanding of the world
This involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

ELG 13 People and communities: pupils talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children exceeding National Expectations in the EYFS

Some examples of areas {related to children's learning in religious education) where children In the EYFS exceed National Expectations are:

Personal, social and emotional development

ELG 06 Self-confidence and self-awareness: Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at. and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

- Aware of their own areas of challenge.
- Resourceful in finding support/problem-solving.
- Talking about proposed plans.
- Able to evaluate and suggest change.

ELG 07 Managing feelings and behaviour: Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

- Know and use.
- Indicates higher level of self-management, self- control and self-discipline.
- Application of knowledge/planning.
- Delayed gratification.
- Implications for balance of control.

ELG 08 Making relationships: Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

- Ability to problem-solve and find effective resolution.
- Understand concept of bullying.
- Group games - including children's own imaginative creative 'games'.

Literacy

ELG 09 Reading: Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

- Successfully uses a range of strategies to read unfamiliar vocabulary.
- Reads many irregular words.
- Can describe main events.

Understanding the world

People and communities: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

- Understand past and present in relation to others.
- Reflective on differences in the past.
- Aware of differences in other children and other people.
- Attitudes and belief systems - broader and deeper understanding of respect.

4.5   The Achievements of pupils with Special Educational Needs in Religious Education - P Levels

The QCQA has developed a 'P' scale (below) to describe the achievements of pupils who are working towards level one. This gives professional guidance and assistance to teachers in planning religious education work for pupils with special educational needs, but such guidance cannot be complete - the Individual teacher's alertness to the learning needs of each pupil is a key factor in planning learning for all pupils, including those with special educational needs. The Barnsley Local Agreed Syllabus recommends its use as a tool for monitoring, measuring and reporting progress.

Pupils	Performance Descriptions for pupils achieving below level one in RE	Summary
P1 (i)	- encounter activities and experiences - may be passive or resistant - may show simple reflex responses, e.g. starting at sudden noises or movements. Any participation is fully prompted	Encounter (present during activity)
P1 (ii)	- show emerging awareness of activities and experiences - may have periods when they appear alert and ready to focus their attention on certain people. events, objects or parts of objects e.g. becoming still in response to silence - may give intermittent reactions e.g. vocalising occasionally during group celebrations and acts of worship	Awareness (fleeting focus)
P2 (i)	- begin to respond consistently to familiar people, events and objects. They react to new activities and experiences e.g. briefly looking around in unfamiliar environments - begin to show interest in people, events and objects eg leaning towards the source of light, sound or scent - accept and engage in co-active exploration e.g. touching a range of religious artefacts and objects in partnership with a member of staff	Attention and response (deliberate but inconsistent)
P2 (ii)	- begin to be proactive in their interactions - communicate consistent preferences and affective responses e.g. showing that they have enjoyed an experience or interaction. - Recognise familiar people, events and objects e.g. becoming quiet and attentive during a certain piece of music - Perform actions, often by trial and improvement, and they remember learned responses over short periods of time e.g. repeating a simple action with an artefact - Co-operate with shared exploration and supported participation e.g. performing gestures during ritual exchanges with another person performing gestures	Attention and response (deliberate but inconsistent)
P3 (i)	- begin to communicate intentionally - seek attention through eye contact, gesture or action - request events or activities e.g. prompting a visitor to prolong an interaction - participate in shared activities with less support - sustain concentration for short periods - explore materials in increasingly complex ways e.g. stroking or shaking artefacts and objects - observe the results of their own actions with Interest e.g. when vocalising in a quiet place. - Remember learned responses over more extended periods e.g. following a familiar ritual and responding appropriately	Participation (with support)
P3 (ii)	- use emerging conventional communication - greet known people and may initiate interactions and activities e.g. prompting an adult to sing or play a favourite song - can remember learned responses over increasing periods of time and may anticipate known events e.g. celebrating their peers achievements in assembly - may respond to options and choices with actions or gestures e.g. choosing to participate in activities	Participation (with support)

	• actively explore objects and events for more extended periods e.g. contemplating the flickering of a candle flame • apply potential solutions systematically to problems e.g. passing an artefact to a peer in order to prompt participation in a group activity	
P4	• use single elements of communication e.g. words, gestures, signs or symbols, to express their feelings • Show they understand 'yes' and 'no' • Begin to respond to the feelings of others eg. matching their emotions and laughing when another pupil is laughing • Join In with activities by Initiating ritual actions and sounds • Demonstrate an appreciation of stillness and quiet	Involvement (active/intentional)
P5	• Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings • Respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food or tactile object • Take part in activities involving two or three other learners • May also engage in moments of individual reflection	Involvement (active/intentional)
P6	• express and communicate their feelings in different ways • respond to others in group situations and co-operate when working in small groups • listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. • carry out ritualised actions in familiar circumstances • show concern and sympathy for others in distress eg. through gestures, facial expressions or by offering comfort • start to be aware of their own influence on events and other people	Gaining skills and understanding
P7	• listen to and follow religious stories • can communicate their ideas about religion, life events and experiences in simple phrases • can evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of consequences • can find out about aspects of religion through stories, music, or drama, answer questions and communicate their responses • may communicate their feelings about what is special to them eg through role play • can begin to understand that other people have needs and to respect these • can make purposeful relationships with others in a group activity	Gaining skills and understanding
P8	• can listen attentively to religious stories or to people talking about religion • can begin to understand that religious and other stories carry moral and religious meaning • are increasingly able to communicate ideas, feelings or responses to experiences or retell religious stories • can communicate simple facts about religion and important people in religions • can begin to realise the significance of religious artefacts, symbols and places. • can reflect on what makes them happy, sad, excited or lonely • are able to demonstrate a basic understanding of what is right and wrong in familiar situations • are often sensitive to the needs and feelings of others and show respect for themselves and others • treat living things and their environment with care and concern	Gaining skills and understanding

4.6   Meeting the needs of gifted and talented pupils in Religious Education

Religious Education and the gifted and talented pupil

In speaking of the gifted and talented pupil in Religious Education (RE), we are concerned both with children who have particular gifts or talents in RE and those who are very 'bright' and capable in a more general sense. For some pupils the challenges of RE offer opportunities to express varied interests not addressed in other single subjects. The guidance identifies issues for teachers to consider concerning gifted, talented and most able pupils.

Recognising the gifted and talented in Religious Education

The Identification of the most able pupils in RE should be approached on the basis of distinct ability, skills, competencies and insight.

RE is centrally concerned with ultimate questions, critical thinking, analysis and interpretation and with very complex and multifaceted phenomena and concepts. This provides interest and motivation for the most able. Truth seeking in uncertain fields is hard work and should stimulate the best in the best young minds! Able children In RE can quickly, at an expert level, develop and apply knowledge, understanding, skills and processes of RE (e.g. critical thinking, interpretation, insight, reflection, and synthesis). Talented and most able pupils have the potential to demonstrate high levels of understanding, Insight, discernment, achievement and maturity.

RE provides many opportunities for engagement with story, symbolism, metaphor and analogy. Links between RE and philosophy with primary and secondary aged pupils are

relevant and should attract the interest of many RE specialists. Thinking skills associated with argument, reasoning and logical analysis have a key place in RE achievements. All these skills often involve the use of language and require bringing higher order language skills into the service of RE objectives. Strategies to challenge the most able language users are part of enabling the highest achievement of the talented pupil.

Professor John Hull has a useful Insight into the concept of giftedness in RE and has written about primary aged children's engagement with the highest levels of religious discourse.

"A child in religious education may be thought of as being gifted when that child responds with high interest and outstanding attainment in the areas which are the aims and objectives of RE considered as an educational activity. The giftedness of the child will be as specific to RE as the attainment targets and so on are specific to RE ...

In the more direct, first order sense, there may also be children who have religious or spiritual gifts, whether these derive from the environment outside school, or whether they represent some kind of original vision. The RE teachers should be aware of such children, and may learn a great deal from them, but it is not the purpose of RE to nurture such children more than the rest ..."
(Professor John Hull, Resource, The journal of PCFRE, 17.3, page 6,
1995)

Giftedness in RE might be distinguished from high attainment scoring in other subjects. For example, the child who is gifted with regard to RE might show particular skills of

insight, application and discernment, making sense and drawing meaning from religious symbols, metaphors and sacred writing at a high level.
A non-religious pupil might also have a gift for RE, showing a high level of skill in religious questioning or arguing.
While the idea of a child gifted in RE may often be related to the educational concept of spiritual development, the concept of 'giftedness' in RE isn't the same as being religiously gifted, as a particular faith community might recognise a child's gifts. Teachers may find it fruitful to consider how giftedness in RE might be similar to giftedness in sport, music, mathematics or poetry, and how It might differ from these.

The concept of the teacher's professional judgement in RE is crucial. Teachers who know their pupils and their work and bring professional talent, expertise and awareness to RE are best placed to identify the most able, the gifted and the talented and then to make appropriate and challenging provision for them.

Provision and progression

The willingness and capacity to take up opportunities for spiritual and moral development is a central aspect of the best work In RE. Teachers need to use their professional judgements sensitively in weighing up pupils' responses to these opportunities. Some of the most effective models for differentiation in the RE curriculum envisage a spiral of revisited concepts, attitudes and skills.

These are understood, applied, linked and evaluated in increasing depth by learners. Such models offer a fruitful avenue for further exploration of how to provide for the most able in RE. Extension, top end differentiation, working

beyond age related expectations, acceleration and provision for the most able are all issues here.

Planning and provision to meet the needs of gifted and talented pupils in Religious Education

The needs of the most able, gifted and talented pupils in RE require particular pedagogic skills from teachers in RE. Teachers might consider the place of the fourteen strategies given below in their own practice. Are there some which could usefully be developed in your school?

- Use a variety of challenging questioning strategies to enable pupils to explore religious phenomena and question deeply.
- Set extension tasks that avoid mere repetition, or 'extra' work but pursue instead the depth of understanding or reflection
- Use authentic material from inside a faith (eg. prayer sacred text, possibly music, argument or artefacts) to provide a complex stimulus to learning.
- Use carefully planned self-assessment instruments with gifted and talented pupils to involve them in identifying their own learning needs. Such work is most useful if it includes a focus on spiritual development.
- Encourage ambitious work by the most able pupils using target-setting strategies to open their eyes to 'distant horizons'
- Focus on the interpretation of symbol, metaphor, text or story and the ways in which these stimulate reflection on meaning and discernment.
- Take strategies that challenge the most able, gifted and talented pupils' use of language, both spoken and written, from the general literature and apply these in RE.
- Give pupils access to terminology and a language for the sophisticated handling of religious, spiritual, ethical and philosophical questions, ideas and materials, and giving them opportunities to develop and use that language.
- Focus on application of ideas and learning in new or unfamiliar contexts: "You've learned about how Christian monks live out their vows. Now compare the example of a bhikkhu (monk) in the Way of the Buddha, who chooses to live by the Five Precepts".
- Use the ultimate or fundamental questions that lie below the surface of religious practice to open up for learners the ways in which they might learn from religion.
- Provide particular challenges for the most able, gifted and talented pupils with regards to learning from religion
- Be willing to use questions and tasks from key strategies beyond the age of the talented pupil, and to stimulate responses through difficult tasks eg involving argument, analysis and prediction.
- Model RE problem solving/problem centred activities from the 'world class tests' to use with talented pupils, eg. using inter faith issues or arguments about the value of prayer, or questions about God.
- Encourage expert learners to make connections between their work in RE and other subjects of the curriculum (eg. with cosmology in physics, worship in music, ethics in PSHE or inequality in geography). Connections with learning beyond the school are a valuable extension so RE learning as well.