



RELIGIOUS EDUCATION CURRICULUM AIMS

By the time children leave St. Mary's Catholic Primary School, they will be:

Successful Learners

Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

Confident Individuals

Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

Responsible Citizens

Are enterprising, well prepared for life and able to work co-operatively in a diverse, multi-faith/ cultural society.

They take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

To achieve this the school helps pupils: -

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.

- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our Curriculum being accessible to all.

At St. Mary's Catholic Primary School, we offer a curriculum which is broad and balanced, engages and inspires children, yet builds on the knowledge, understanding and skills of all: regardless of their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. It ensures that academic success, creativity and problem solving, respect, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills and knowledge of the whole school and wider community while supporting the pupils' spiritual, moral, social and cultural development.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated lifelong learners in readiness for their next stage of education. To best meet the needs of all of our pupils, a knowledge-rich yet skills based curriculum is delivered.

Across the EYFS the curriculum is delivered through broad topic work and also through the interests of the children and current themes. In Nursery, planning in the moment can also have an impact on learning and the environment. Staff support children in their choices and provide them with a rich and well-resourced environment. Children across the Foundation Stage are encouraged to become independent learners. Staff challenge children through questioning, specific tasks and independent learning. In Nursery, we build on the foundations to give our children the skills they need when transitioning into Reception. In our Reception class, activities are planned with a variety of adult directed, adult support and independent work. We tailor our curriculum to meet the needs of our children. Where children are ready for a more formal approach, staff will plan for this through directed teaching. Those who still need a play based approach will be supported by all staff through scaffolding and modelling.

If needed, pupils may still work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. However, the Year 1 National Curriculum is taught from the outset. Throughout this period and beyond, all children are developing their phonic knowledge using SoundsWrite phonics programme.

The RE curriculum is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral and cultural development.

RE within our curriculum promotes:

- religious literacy
- the chance to think and ask questions
- the development of empathy skills
- a broader understanding of different values

- an awareness of diversity through looking at major religions and beliefs in the UK and beyond

The curriculum is delivered through discretely taught subjects, where possible, the subjects may overlap. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

At St. Mary's, we have a highly effective, carefully planned and tightly structured program for phonics teaching. This enables our children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. Our children are also taught high frequency words that do not conform to regular phonic patterns.

Reading is a vital life skill that will support children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of high quality English lessons and learning opportunities across all subject areas. We want children at ST. Mary's to become enthusiastic, independent and reflective readers.

Mathematics curriculum is delivered using a range of resources which are developed around the CPA approach (concrete, pictorial and abstract). In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support some music, physical education and the teaching of MFL. All subject leaders are given training and opportunity to develop their subject knowledge, skills and understanding to ensure curriculum development provides progression and sequencing of concepts across the school. This also enables them to provide high quality support to colleagues to improve pupil outcomes. Enrichment events, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Children are encouraged to apply skills learned, particularly in English and Mathematics, across the curriculum. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our curriculum being accessible to all. Provision for the Most Able pupils is a mixture of depth and mastery with opportunities for independent working and reflection. Where appropriate, children working within the greater depth area of the curriculum are provided with an individual activity or challenge which reflects a greater depth of understanding and higher level of attainment.

After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

NATIONAL CURRICULUM PROGRAMMES OF STUDY

Purpose of study

At the heart of Catholic Education lies the Christian vision of the human person. This vision is explored in Religious Education (RE) making RE the core subject in a Catholic school. The specific contribution to the life of the Catholic school of curriculum RE is primarily educational. Its primary purpose is to draw pupils into a systematic study of Catholic Christianity and to explore the contribution of Christianity and other religions to culture, personal commitment, and action in everyday life.

Aims

The Religious Education Curriculum Directory (RECD 2012) makes the aims of Religious Education explicit:

- To present a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.
- The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life (RECD 2012 p6).

Attainment targets

By the end of each phase, pupils will be able to achieve the following strands:

AT1 – Knowledge and understanding

AT2 – Engagement and response

AT3 – Analysis and evaluation

Subject content

Autumn	<p>Domestic Church <i>Insert dates</i></p> <p>Early Years - MYSELF - God knows and loves each one</p> <p>Year 1 - FAMILIES - God's love and care for every family</p> <p>Year 2 - BEGINNINGS - God is present in every beginning</p> <p>Year 3 - HOMES - God's vision for every family</p> <p>Year 4 - PEOPLE - The family of God in Scripture</p> <p>Year 5 - OURSELVES - Created in the image and likeness of God</p> <p>Year 6 - LOVING - God who never stops loving</p>	<p>Judaism <i>Insert dates</i></p> <p>Early Years - Hannukkah</p> <p>Year 1 - Abraham and Moses</p> <p>Year 2 - Shabbat</p> <p>Year 3 - Synagogue</p> <p>Year 4 - Torah</p> <p>Year 5 - Passover</p> <p>Year 6 - Rosh Hashanah, Yom Kippur</p>	<p>Baptism/Confirmation <i>Insert dates</i></p> <p>Early Years - WELCOME - Baptism: a welcome to God's family</p> <p>Year 1 - BELONGING - Baptism: an invitation to belong to God's family</p> <p>Year 2 - SIGNS AND SYMBOLS - Signs and symbols in Baptism</p> <p>Year 3 - PROMISES - Promises made at Baptism</p> <p>Year 4 - CALLED - Confirmation: a call to witness</p> <p>Sacramental Preparation Class Celebrating Reconciliation - What do Catholics Believe and Do?</p> <p>Year 5 - LIFE CHOICES - Marriage, commitment and service</p> <p>Year 6 - VOCATION AND COMMITMENT - The vocation of priesthood and religious life</p>	<p>Advent/Christmas <i>Insert dates</i></p> <p>Early Years - BIRTHDAY - Looking forward to Jesus' birthday</p> <p>Year 1 - WAITING - Advent: a time to look forward to Christmas</p> <p>Year 2 - PREPARATIONS - Advent: preparing to celebrate Christmas</p> <p>Year 3 - VISITORS - waiting for the coming of Jesus</p> <p>Year 4 - GIFT - God's gift of love and friendship in Jesus</p> <p>Year 5 - HOPE - Advent: waiting in the joyful hope for Jesus, the promised one</p> <p>Year 6 - EXPECTATIONS - Jesus born to show God to the world</p>
Spring	<p>Local Church <i>Insert dates</i></p> <p>Early Years - CELEBRATING - People celebrate in Church</p> <p>Year 1 - SPECIAL PEOPLE - People in the parish family</p> <p>Year 2 - BOOKS - The books used in Church</p> <p>Year 3 - JOURNEYS - Christian family's journey with Christ</p> <p>Year 4 - COMMUNITY - Life in the local Christian community and ministries in the parish</p> <p>Year 5 - MISSION - Continuing Jesus' mission in diocese (ecumenism)</p> <p>Year 6 - SOURCES - The Bible, the special book for the Church</p>	<p>Islam <i>Insert dates</i></p> <p>Early Years – Prayer mats</p> <p>Year 1 - Muhammad</p> <p>Year 2 – Prayer at home</p> <p>Year 3 – The Mosque</p> <p>Year 4 – Qur'an</p> <p>Year 5 – Ramadan and Pilgrimage</p> <p>Year 6 – Guidance for Muslims</p>	<p>Eucharist <i>Insert dates</i></p> <p>Early Years - GATHERING - Parish family gathers to celebrate Eucharist</p> <p>Year 1 - MEALS - Mass, Jesus' special meal</p> <p>Year 2 - THANKSGIVING - Mass, a special time to thank God</p> <p>Year 3 - LISTENING & SHARING - Jesus gives himself to us</p> <p>Year 4 - GIVING & RECEIVING - Living in communion</p> <p>Sacramental Preparation Class Celebrating The Mass - What do Catholics Believe and Do?</p> <p>Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice</p> <p>Year 6 - UNITY - Eucharist enabling people to live in communion</p>	<p>Lent/Easter <i>Insert dates</i></p> <p>Early Year - GROWING - Looking forward to Easter</p> <p>Year 1 - CHANGE - Lent: a time for change</p> <p>Year 2 - OPPORTUNITIES - Lent: an opportunity to start anew</p> <p>Year 3 - GIVING ALL - Lent: remembering Jesus' total giving</p> <p>Year 4 - SELF DISCIPLINE - Celebrating growth to new life</p> <p>Year 5 - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus</p> <p>Year 6 - DEATH & NEW LIFE - Celebrating Jesus' death and resurrection</p>
Summer	<p>Pentecost <i>Insert dates</i></p>	<p>Reconciliation/Anointing of the sick</p>		<p>Universal Church <i>Insert dates</i></p>

	<p>Early Years - GOOD NEWS - Passing on the Good News of Jesus</p> <p>Year 1 - HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit</p> <p>Year 2 - SPREAD THE WORD - Pentecost: a time to spread the Good News</p> <p>Year 3 - ENERGY - Gifts of the Holy Spirit</p> <p>Year 4 - NEW LIFE - To hear and live the Easter message</p> <p>Year 5 - TRANSFORMATION - Celebration of the Spirit's transforming power</p> <p>Year 6 - WITNESSES - The Holy Spirit enables people to become witnesses</p>	<p><i>Insert dates</i></p> <p>Early Years - FRIENDS - Friends of Jesus</p> <p>Year 1 - BEING SORRY - God helps us choose well</p> <p>Year 2 - RULES - Reasons for rules in the Christian family</p> <p>Year 3 - CHOICES - Importance of examination of conscience</p> <p>Year 4 - BUILDING BRIDGES - Admitting wrong, being reconciled with God and each other</p> <p>Sacramental Preparation Class (instead of Reconciliation topic)</p> <p>- CALLED - Confirmation: a call to witness</p> <p>Year 5 - FREEDOM & RESPONSIBILITY</p> <p>Commandments enable Christians to be free & responsible</p> <p>Year 6 - HEALING - Sacrament of the Sick</p>		<p>Early Years - OUR WORLD - God's wonderful world</p> <p>Year 1 - NEIGHBOURS - Neighbours share God's world</p> <p>Year 2 - TREASURES - God's treasure; the world</p> <p>Year 3 - SPECIAL PLACES - Holy places for Jesus and the Christian community</p> <p>Year 4 - GOD'S PEOPLE - Different saints show people what God is like</p> <p>Year 5 - STEWARDSHIP - The Church is called to the stewardship of Creation</p> <p>Year 6 - COMMON GOOD - Work of the worldwide Christian family</p>
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Standards for Ages 3-5

By the end of age phase, pupils will be able to:

Skill areas		3-5
AT1: Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Listen to and talk about religious stories and respond to what they hear with relevant comments. • Sing songs, make music and dance to express religious stories. • Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. • Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. • Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. • Read and understand simple sentences from scripture or from their own religious stories • Share religious stories they have heard and read with others. • Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. • Write simple sentences about religious stories using phrases or words which can be read by themselves and others. • Listen, talk about and role play how people act in a particular way because of their beliefs. • Listen and talk about key figures in the history of the People of God. • Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. • Listen, talk about and role play how people behave in the local, national and universal church community. • Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.
	Making Links and Connections	
	Historical Development	
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> • Decode key religious words appropriate to their age and stage of development. • Use key religious words appropriate to their age and stage of development.
AT2: Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> • Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
	Beliefs and Values	<ul style="list-style-type: none"> • Show sensitivity to others' needs and feelings. • Talk about how they and others show feelings. • Confidently speak in a familiar group and talk about their ideas. • Express themselves effectively, showing awareness of listeners' needs. • Give their attention to what others say and respond appropriately. • Talk about their own and others' behaviour and its consequences. • Talk about past and present events in their own lives and in the lives of family members. • Know that other children don't always enjoy and share the same feelings and are sensitive to this.
AT3: Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	

Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

	Skill areas	5-7	7-9	9-11
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used Recognise religious beliefs Describe some religious beliefs Recognise that people act in a particular way because of their beliefs Describe some of the actions and choices of believers that arise because of their belief Recognise key figures in the history of the People of God Describe the life and work of some key figures in the history of the People of God Recognise key people in the local, national and universal Church Describe different roles of some people in the local, national and universal Church Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	<ul style="list-style-type: none"> Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their beliefs the life and work of key figures in the history of the People of God different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments 	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
	Making Links and Connections		<ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices 	<ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases 	<ul style="list-style-type: none"> Use a range of religious vocabulary 	<ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer 	<ul style="list-style-type: none"> Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose 	<ul style="list-style-type: none"> Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose
	Beliefs and Values	<ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them 	<ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others 	<ul style="list-style-type: none"> Show understanding of how own and other’s decisions are informed by beliefs and moral values
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> Use a given source to support a point of view 	<ul style="list-style-type: none"> Use sources to support a point of view
	Construct Arguments		<ul style="list-style-type: none"> Express a point of view 	<ul style="list-style-type: none"> Express a point of view and give reasons for it
	Make Judgements		<ul style="list-style-type: none"> Express a preference 	<ul style="list-style-type: none"> Arrive at judgements
	Recognise Diversity			<ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view.
	Analyse and Deconstruct			

Standards for Secondary Religious Education

By the *end* of age phase, students will be able to:

11-14		14-16		16-19
AT1: Knowledge and Understanding (learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Explain the meaning and purpose of a range of scripture passages. Demonstrate a knowledge and understanding of: <ul style="list-style-type: none"> doctrine, belief and theological concepts questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments the nature, structure and authority of communities of belief, both locally and universally the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Interpret the meaning and significance of a range of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communities Demonstrate comprehensive knowledge and understanding of: <ul style="list-style-type: none"> doctrine, belief and theological concepts questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments the nature, structure and authority of communities of belief, both locally and universally the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Critically reflect and skillfully interpret the meaning and significance of a wide variety of sacred texts and sources of wisdom, using the skills of scriptural scholarship and reason Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of: <ul style="list-style-type: none"> doctrine, belief and theological concepts questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments the nature, structure and authority of communities of belief, both locally and universally the structure, meaning and significance of different forms of worship for believers Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of divergent views and practices within and between religions and beliefs
	Making Links and Connections	<ul style="list-style-type: none"> Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others 	<ul style="list-style-type: none"> Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them 	<ul style="list-style-type: none"> Make coherent and insightful connections between different areas of study (doctrine, sources, structures, worship and life), fully explaining the multiple and sophisticated causal connections between them
	Historical Development	<ul style="list-style-type: none"> Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time 	<ul style="list-style-type: none"> Demonstrate an understanding of the historical and/or cultural development of concepts in each of the areas of study, recognising the significance of historical context and shifts in other areas of understanding 	<ul style="list-style-type: none"> Demonstrate a thorough understanding of the historical and/or cultural development of understanding in each of the areas of study, recognising the importance of historical and cultural context, drawing on the work of relevant theologians, philosophers and scholars in other relevant disciplines
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use a range of contextually accurate and appropriate religious and specialist vocabulary 	<ul style="list-style-type: none"> Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary 	<ul style="list-style-type: none"> Precisely use a wide range of appropriate specialist theological, philosophical and ethical vocabulary, extensively, effectively and with a high degree of confidence
AT2: Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching 	<ul style="list-style-type: none"> Evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others' views 	<ul style="list-style-type: none"> Critically evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others' views
	Beliefs and Values	<ul style="list-style-type: none"> Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching 	<ul style="list-style-type: none"> Evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others' views 	<ul style="list-style-type: none"> Critically evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others' views
AT3: Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view 	<ul style="list-style-type: none"> Use a range of sources of wisdom and authority appropriately to provide explanations of aspects of each area of study, using these sources with increasing sophistication and as evidence to support particular points of view 	<ul style="list-style-type: none"> Skillfully select and deploy relevant knowledge from a wide range of sources, demonstrating extensive depth and breadth in the selection, in the defence of a polemical position
	Construct Arguments	<ul style="list-style-type: none"> Present an argument for a particular point of view, showing an awareness of different views 	<ul style="list-style-type: none"> Construct a sustained argument, based on critical analysis of different views 	<ul style="list-style-type: none"> Perceptively discuss different views, leading to developed arguments that are coherent, relevant and logically structured
	Make Judgements	<ul style="list-style-type: none"> Arrive at judgements that are supported by evidence 	<ul style="list-style-type: none"> Form reasoned judgements that are supported by evidence, weighing the strengths and weaknesses of different positions and arriving at convincing conclusions that competently draw together arguments and ideas 	<ul style="list-style-type: none"> Form coherent and reasoned judgements that are fully supported by a comprehensive appraisal of evidence, arriving at compelling conclusions that fully and logically draw together the ideas and arguments analysed
	Recognise Diversity	<ul style="list-style-type: none"> Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Comprehensively demonstrate a depth of understanding of the significance and influence of commonality and diversity within and between religions, and the origins of these, both historical and textual
	Analyse and Deconstruct	<ul style="list-style-type: none"> Accurately outline the nature of different debates within Theology, Philosophy and Ethics 	<ul style="list-style-type: none"> Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics 	<ul style="list-style-type: none"> Critically deconstruct information, leading to insightful analyses of complex concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics