

The Agreed Syllabus for Religious Education in Northamptonshire

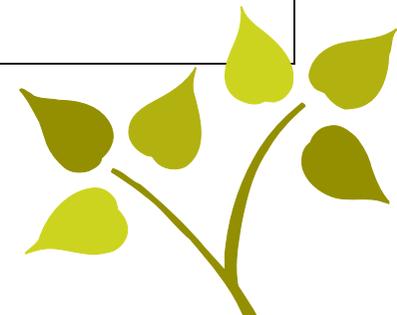
Support Materials



"I Can" Statements

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"I Can...."

The Agreed Syllabus for Religious Education for Northamptonshire A tool for using with the 8 level scale of expectations in RE, based on the guidance of the DCSF and QCDA

Lat Blaylock, © 2010

The 8 level scale of expectations of standards in RE from the QCDA / DCFS (originally in the National Framework for RE, 2004) can be used to generate 'I can' statements for pupils. Here are some examples covering levels 1-8, which teachers across the key stages may find useful.

They are only examples, and teachers will see how they might be adapted to different curriculum content or age groups and to different religions. Teachers should seek to generate their own 'I can...' statements. The language here is designed to be more 'pupil friendly' than the scale itself, which is a professional tool for teachers. But you may yet wish to simplify it further for display on the classroom wall, or in conversation with classes about 'what we're looking for in RE', or in peer and self assessment activity.

The first set in each box relate to AT1 - Learning about Religion and Belief (in plain text).
The second set relate to AT 2 - Learning from Religion and Belief (in italics).

It is not possible to be comprehensive in giving 'I can...' statements for all aspects of a syllabus: each teacher does things their way. So these are partial, but are included in SACRE's guidance to support the Agreed Syllabus. They refer closely to the themes, experiences, knowledge, skills and understanding which the Northamptonshire RE Syllabus prescribes in each of key stages 1-3.

Building the bridge from the 8 level scale to the classroom is part of the teacher's task. This will take you more than half way, but your own school will show the rest of the way. These are written to imply very clearly a learning activity and as such may not connect with the way any individual school approaches the programme of RE work. They are an illustration of good practice.

Note

It cannot be overemphasised that these are just examples but they are intended to show how the generalised, dense language of the 8 level scale actually translates into specific content and tasks. Here we build specifics onto the general foundation of the scale.

Teachers might take any unit from the syllabus and write some 'I can...' statements which put the learning targets into pupil friendly speech. This is easier than it might look, but usually needs to be drafted and redrafted.

As always, the teacher's judgement about the best fit of a level to a piece of work is central. The scale is just as useful in setting tasks and expectations as it is in weighing up what pupils have achieved ~ maybe more so.

Good 'I can...' statements use the skill words at the heart of the scale, sharpen them against the content the pupils have studied, and use simple, clear language (without dumbing down) to say exactly what is required for the level to be achieved.

<p>Name, recall, recognise, talk about</p>	<p>I Can... AT1 Name... Recall... (stories) Recognise... (symbols)</p> <ul style="list-style-type: none"> ▪ Name a church or a synagogue from a picture; ▪ Remember and tell someone three things that happened in the story of Mary and Joseph at Christmas; ▪ Recognise the Torah and the Bible as examples of holy books; ▪ Say what happened to the Baby Moses after he was left in the bulrushes; ▪ Put six pictures from the Divali story in the right order; ▪ From six artefacts or photos, pick three that are associated with Christians, or three that are used in a Synagogue; ▪ Talk about a 7 branched candlestick: where I would see this, and for what it stands to Jewish people; ▪ Tell someone what happens in the Creation story of Genesis, and a creation story of the Hindus; ▪ Say why a rainbow is a good sign in the Noah story; ▪ Name two festivals that Christians like to celebrate; ▪ Say what I liked in the story of Saint Francis. 	<p>AT2 Talk about...</p> <ul style="list-style-type: none"> ▪ <i>Talk about some interesting and puzzling questions I'd like to know about to do with God and creation;</i> ▪ <i>Talk about a favourite person in the story of Christmas, Divali or Hanukkah;</i> ▪ <i>Say what I think is good about sharing things fairly;</i> ▪ <i>Say what makes unfair shares a bad idea;</i> ▪ <i>Talk about thanking and being thanked, praising and being praised;</i> ▪ <i>Talk about things that matter most in my bedroom, and things that matter most in a Synagogue or a Church;</i> ▪ <i>Talk about how it feels to create something myself, and how it would feel to have your creation spoiled;</i> ▪ <i>Talk about belonging: Who do I belong to? How does it show? Do some people belong to God?;</i> ▪ <i>Talk about how symbols of light make me feel;</i> ▪ <i>Speak about my own celebrations and someone else's celebration;</i> ▪ <i>Talk about the difference being Jewish makes in family life;</i> ▪ <i>Talk about my own ideas about what makes a book, or a day, or a building special, precious or holy.</i> 	<p>Level 1 Level 1 Level 1 Level 1</p>
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Retell, respond sensitively	<p>I Can... AT1: Show awareness of.... (similarities) Identify... (how religion is expressed) Suggest meanings...(symbols, stories) Begin to recognise... (importance)</p> <ul style="list-style-type: none"> ▪ Put 7 parts of the creation story into the right order (sequencing); ▪ Match up some Christian beliefs with some Christian symbols and artefacts (e.g. linking the Cross to Easter); ▪ Retell a story of Jesus, and suggest a meaning the story might have for a Christian person; ▪ Use a saying of Jesus as a title and theme to a story made up by me, which is about children of my own age (e.g. 'Love Your Neighbour' or 'Do Not Worry'); ▪ Suggest two things that matter to a Christian, to a Jewish person or to a Muslim; ▪ Identify a religious belief (e.g. Jewish, Christian or Muslim); ▪ Say what makes the Torah Scroll and the Gospel special or sacred and to whom; ▪ Give a reason why Jewish people like to go to a synagogue; ▪ Identify a Christian hero and suggest the meaning of a story about her/him; ▪ Suggest what the lesson of Jesus' Parable of the Pearl might be; ▪ Suggest what the story of Hanukkah or of Pesach could mean for a Jewish family today; ▪ Gather and select from pieces of information about a religious festival, ceremony or act of worship. 	<p>AT 2 Respond sensitively... Ask questions... Recognise... (own values, others values)</p> <ul style="list-style-type: none"> ▪ Respond sensitively to stories about people (e.g. from the Jewish and Christian religions), noticing what matters to them; ▪ Talk about saying sorry and forgiving people: Why does it matter?; ▪ Respond imaginatively to stories of kindness, self sacrifice or bravery from sacred texts, with my own ideas; ▪ Ask some questions about creation and its puzzling mysteries: e.g. Give two answers to: 'Does a beautiful world mean there's a wonderful God?'; ▪ Make up some good questions to ask 'the person who knows everything' / God; ▪ Suggest three questions about God that are interesting and hard to answer; ▪ Suggest some things that are precious, though money can't buy them; ▪ Discuss or write down a reaction to a story with an angel in it: talk about what the angel stands for; ▪ Recognise – talk about – how we use all our senses to celebrate a big day; ▪ Talk about how a piece of music can express a feeling like joy or excitement, and how singing together (including in worship) makes people feel. 	Level 2 Level 2 Level 2 Level 2
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<p>Show understanding, use religious vocabulary, apply ideas, describe influences</p>	<p>I Can... AT1 Describe similarities and differences... Make links between... Describe the impact of religion... Use religious vocabulary to show understanding...</p> <ul style="list-style-type: none"> ▪ Show that I understand how the parable of the Good Samaritan can have an impact on Christians today; ▪ Use the right words to show that I understand why a pilgrimage is different from a holiday; ▪ Describe what pilgrims hope for on their way to Makkah / Iona; ▪ Show my understanding of two differences between Muslims, Christians and Hindus, and two of the ways these religions are similar; ▪ Describe and link up Christian beliefs with Christian behaviour, e.g. belief in God as creator linked to 'green' practice; ▪ Use the right words to show that I understand three ways in which Muslim worship shows devotion to Allah; ▪ Show my understanding of what it means to belong to Sikhism by describing how Amrit feels to a Sikh person of my age; ▪ Describe how adult Baptism feels to the young Baptist Christian, comparing it with another 'ceremony of belonging'; ▪ Describe two different marriage services used in Christian communities, saying what is similar and different between them; ▪ Use the right words to describe my understanding of four of the Muslim '99 Names' of Allah; ▪ Connect up the work of Christian Aid with three sayings of Jesus about poverty; ▪ Connect Sikh stories of the Gurus with some of the ideas of the Mool Mantar; ▪ Describe how two contemporary religious leaders have inspired their followers to make a difference in their community. 	<p>AT2 Suggest answers to questions... Describe what inspires / influences... Refer to religions... Apply ideas to their own lives... Show my understanding...</p> <ul style="list-style-type: none"> ▪ <i>Devise four good questions about what makes a leader worth following, and state what a Sikh might say about Guru Nanak's leadership;</i> ▪ <i>Suggest some answers to 'why' questions about Jesus, Bishop Desmond Tutu and Jackie Pullinger, who were willing to practise self sacrifice;</i> ▪ <i>Apply thoughtfully the idea of self sacrifice to my own actions;</i> ▪ <i>Refer to the teaching of Bible or Qur'an to describe how Martin Luther King or Malcolm X were inspired by their faith to work for racial equality;</i> ▪ <i>Refer to Sikh sources or quotations in giving my own response to Sikh belief about God;</i> ▪ <i>Refer to Sikh teaching about Langar and Sewa in describing my vision of an inspiring community;</i> ▪ <i>Create a statement of my own beliefs about God, life after death or human values referring to ideas from two religions I've studied and / or from agnostic and atheist writing;</i> ▪ <i>Refer to the teachings of the two religions to show that I understand how calligraphy expresses some Muslim spiritual ideas, and crucifix paintings express some Christian ideas;</i> ▪ <i>Describe something I find spiritual and inspiring in a poem, painting or design;</i> ▪ <i>Apply three sayings of Jesus or the Buddha to my own life, giving my reaction to the religious teaching;</i> ▪ <i>Gather, select and organise information about Buddhist, Christian and Hindu responses to suffering and evil;</i> ▪ <i>Is TV news biased against religion? Examine a story in the news that features religion and apply ideas like 'bias' and 'fairness' to the reporting of the story.</i> 	<p>Level 4 Level 4 Level 4 Level 4</p>
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<p>Explain why, explain similar and different, express views, relate religion to life</p>	<p>I Can... AT1 Explain the impact... Describe why... Suggest reasons... Recognise diversity... Use a widening religious vocabulary....</p> <ul style="list-style-type: none"> ▪ Explain how Christians and Sikhs share some similar ideas about God, recognising that they are different too; ▪ Suggest lines of enquiry that enable me to explain some differences the Five Pillars make to Muslim life individually, and in the community of the Ummah; ▪ Explain the impact, for a Sikh and a Christian, of believing that God made humans all equally valuable; ▪ Explain the impacts of the ways Christian Aid and Islamic Relief put religious teaching into action in a world of poverty; ▪ Enquire into and explain two reasons each for the authority given to the Guru Granth Sahib, the Bible or the Qur'an for a Sikh, a Christian and a Muslim; ▪ Use language about prayer and meditation to suggest three reasons why Buddhists and Christians spend time in silence and stillness, and enquire into the differences between the practice in each religion; ▪ Recognise something unique in each of four religions, using appropriate terminology; ▪ Recognise two things that make a Quaker, a Roman Catholic, a Baptist and an Anglican distinctive within Christianity; ▪ Explain what it means for a Jew or Christian to take Genesis 1-3 literally, or to read it as a symbolic text; ▪ Suggest three reasons why some scientists see religion as a problem, but others see it as a partner. 	<p>AT2 Pose and suggest answers to questions... Express views... Relate questions and answers to my own life... Explain influences...</p> <ul style="list-style-type: none"> ▪ <i>Contribute to discussions about what two Christian leaders say about peace and conflict, relating the ideas to my own life and to conflict in the wider world;</i> ▪ <i>Explain what Muslims and Christians see as the purposes of life, expressing my own views about identity;</i> ▪ <i>Express my own views about spiritual experiences, relating my views to the Sikh story of Guru Nanak's direct experience of God;</i> ▪ <i>Relate the idea that God may be encountered / heard / felt in the worship of church or mosque, to my own ideas about music, stillness and communal reflection;</i> ▪ <i>Explain two things that have influenced my views on the fact that 380 people own half the world's wealth;</i> ▪ <i>Explain two influences that sometimes make people tell lies, and two influences that encourage truthfulness;</i> ▪ <i>Give an informed response to a question about the destiny of the soul after death, referring to teaching from two religions;</i> ▪ <i>Express views that refer to two religions on the fact that the twenty richest people in the world own more money than the poorest 48 nations;</i> ▪ <i>Connect my own views about spiritual and religious questions with a point of view I disagree with, explaining in an informed way some differences between respect and intolerance;</i> ▪ <i>Consider whether examples of religion in the news use stereotypes about religious people, and give my views on whether these stereotypes are harmful or unfair;</i> ▪ <i>Explain how an issue which is addressed by Buddhism and Christianity is relevant to my own life.</i> 	<p>Level 5 Level 5 Level 5 Level 5 Level 5</p>
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<p>Interpret, give reasons for diversity, express insight, consider challenges</p>	<p>I Can... AT1 Interpret... Give informed accounts... Explain (impacts, reasons for diversity)...</p> <ul style="list-style-type: none"> ▪ Give an informed account of what is difficult or challenging about being a young Christian or Hindu in Britain today; ▪ Interpret a silent video clip of a Bar Mitzvah and a Confirmation, explaining what the rituals mean in Jewish and Christian communities, by devising a commentary for the scene; ▪ Explain the impact and diversity of Islamic and Sikh dress and food 'laws' in Britain; ▪ Interpret the general idea of belonging to a religion with reference to rituals and commitments in Christian and Sikh practice; ▪ Distinguish between two different Christian views about why people suffer, giving an informed account of Christian perspectives; ▪ Give an interpretation of some ways Jews, Muslims and Christians describe the divine, God or Allah in words and in art (eg creeds, scripture, the decoration of Synagogues, Mosques and Churches, music); ▪ Interpret what two scientists (e.g. an atheist and a Christian) believe about how the universe began and how human life evolved; account for their disagreement; ▪ Explain how one religion began and developed through and beyond the life of its 'founder'; ▪ Give persuasive arguments to support their view about Nirvana, Heaven and Paradise, referring to Buddhist, Christian and Islamic teachings. 	<p>AT2 Express insights (using reasoning and examples)... Evaluate... Consider challenges...</p> <ul style="list-style-type: none"> ▪ <i>Express an insight into ways that young people today might be inspired by Martin Luther King and / or Malcolm X;</i> ▪ <i>Consider the ideas of Sikhs and Christians about rebirth and about eternal life, responding to these ideas with reasoned arguments of my own;</i> ▪ <i>Express my insight into promises made at weddings with reference to the vows of a Christian wedding and the Lavan used in Sikh marriage;</i> ▪ <i>Express arguments and ideas about the value of meditation or prayer, showing a reasoned understanding of a religious viewpoint I don't agree with;</i> ▪ <i>Comment respectfully on two opposite viewpoints about a contemporary moral issue, drawing out reasoned ideas about the views I hold myself;</i> ▪ <i>Consider the challenges posed by what I think are the strengths and weaknesses of Muslim ideas about justice and crime;</i> ▪ <i>Consider the challenges of what an atheist, agnostic or theist might say about God, then express my own insights into the question;</i> ▪ <i>Evaluate two arguments that link belief in God to the origins of the universe and the natural world, expressing my insight into the strengths and weakness that I see in the arguments.</i> 	<p>Level 6 Level 6 Level 6 Level 6</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Account for, articulate personal and critical responses</p>	<p>I Can... AT1 Show coherent understanding... Analyse... Account for influences (religion, history, culture)... Begin to evaluate critically...</p> <ul style="list-style-type: none"> ▪ Analyse two views of Christian leaders about dealing with terrorism in the light of varied examples of the Bible's teaching on conflict; ▪ Account for the influence of the Bible on two examples of contemporary uses of music and art in Christian worship; ▪ Use varied examples of Buddhist and Christian art works to show a coherent understanding of stories from the founding of the tradition; ▪ Account for some of the different ways Christians react to divorce in the light of Jesus' teaching in the Gospels on forgiveness and on sexuality; ▪ Begin to evaluate critically Islamic influences for justice in South Africa in the light of the example of the Prophet Muhammad's (PBUH) example and teaching; ▪ Analyse some ways Christians and Sikhs in the UK today bring up the younger generation, using the concepts of secularisation and community cohesion; ▪ Use figurative and symbolic language (e.g. incarnation, supremacy, above, Lord, uniqueness) to analyse how Christians and Muslims speak of God / Allah; ▪ Use the language of religious studies (e.g. transcendence, immanence) to account for differences between the Islamic and Christian understandings and language; ▪ Use abstract concepts and general ideas to analyse examples of bias from religion in the news; ▪ Analyse two different examples of the Christian beliefs about God as creator in the light of contemporary science. 	<p>AT2 Articulate personal and critical responses... Evaluate using evidence and examples...</p> <ul style="list-style-type: none"> ▪ Evaluate some reasons that converts give to explain why they joined their religion, using evidence and examples and responding with my own ideas; ▪ Use evidence and examples to weigh up theist and atheist ideas about where humans come from, explaining in depth why I hold my own views; ▪ Use evidence and examples to show what might challenge an atheist and a theist; ▪ Articulate 3 criticisms of a British Muslim's stance on pacifism and violence; ▪ Articulate 3 criticisms of the Church of England's teaching about sex, marriage and divorce; ▪ Articulate 3 criticisms of atheist ideas of 'morality without God'; ▪ Use evidence and examples to weigh up strengths and weaknesses of the view that keeping the Ten Commandments would improve British society today; ▪ 'Humanism isn't a religion so shouldn't be studied in RE.' Articulate personal and critical responses to this idea; ▪ Use evidence and examples to evaluate how Christians and Muslims make their moral decisions, referring to specific teaching in sacred texts and specific issues about money, generosity and the pricelessness of life; ▪ Apply arguments and religious ideas about women's and men's roles in society to 2 case studies of sexism in the workplace or in a religious setting; ▪ Handle effectively evaluative questions about racism and the challenge of equality to and from Christianity: In what ways is Christianity an anti-racist religion?; ▪ Evaluate accounts of evil from Christianity, Islam, psychology and horror movies, suggesting how my own insights about evil relate to each of these sources or systems of belief. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Level 7 Level 7 Level 7 Level 7</p>

<p>Analyse, contextualise, justify my views</p>	<p>I Can... AT1 Analyse and contextualise interpretations... Critically evaluate... Interpret and evaluate...</p> <ul style="list-style-type: none"> ▪ Analyse and contextualise some ways in which Christians root their environmental action in scripture and ideas of God as creator and sustainer of life; ▪ Analyse and contextualise some Muslim viewpoints on law and society in the UK in the light of Qur'anic teaching on Shariah Law; ▪ Give a critical and evaluative account of some examples of Sikh community life in Southall, Northampton and Amritsar, referring to social and religious factors in the ways these communities have developed; ▪ Account for the use of metaphorical language in the way some sacred texts (Mool Mantar, Apostle's Creed, and 1st Surah of the Holy Qur'an) speak of the divine; ▪ Give an analytical account of why some people pray daily and others never, in the light of experiences, evidence and arguments about answered prayer and unanswered prayer; ▪ Analyse two opposing interpretations of the Bible's teaching about divorce and remarriage in the gospels, accounting for the divergent views of the issue found among Quakers, Methodists and Catholics; ▪ Analyse the statement 'Theodicy is impossible after Auschwitz.' Critically evaluate the idea; ▪ Research independently and account for the continuing popularity of Christmas in a secularising and pluralizing United Kingdom, using varied interpretations of the evidence; ▪ Distinguish between the ways sociology of religion and Christian theology might respond to the Census figures about religious belonging. ▪ Draw balanced conclusions about selected examples of how religion is portrayed in film and television. 	<p>AT2 Give independent, well informed and reasoned insights... Analyse in depth... Draw well substantiated and balanced conclusions...</p> <ul style="list-style-type: none"> ▪ <i>Argue in an informed way the case for my own values about using intoxicants, with reference to examples from Methodist Christianity and British Islam;</i> ▪ <i>Analyse why six religions that all preach peace are involved in over a hundred civil and international conflicts in the world today;</i> ▪ <i>Use religious concepts from Sikhism to explain arguments for and against the reality of God, drawing balanced and well substantiated conclusions;</i> ▪ <i>Give well informed and insightful explanations of why inter - religious understanding can make peace - making between communities easier;</i> ▪ <i>Draw independent, well balanced and informed conclusions to a debate about God and astrophysics;</i> ▪ <i>Analyse the idea of a free floating non-religious spirituality for young people in Britain today, in the light of the prevalent attitude that 'religion is irrelevant, but spirituality is vibrant';</i> ▪ <i>Argue my own independent answer to the question: 'Can you be committed to a spirituality without a tradition or a community?';</i> ▪ <i>Conclude in a well informed way how people in two religions might influence my own ideas about responding to suffering and evil;</i> ▪ <i>Give a well informed insight into Christian and / or Muslim views about the priority of marriage over any other context for family life and sexual fulfilment, and argue my own reaction;</i> ▪ <i>Use my analysis of stories of answered prayer and unanswered prayer to draw a balanced conclusion to a study of prayer that refers to psychology and theology.</i> 	<p>Level 8 Level 8 Level 8 Level 8</p>
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The Ladder of Progress of Skills in RE's 8 Level Scale: A Basic Tool

	<i>AT1 Learning about religion and belief</i>	<i>AT2 Learning from religion and belief</i>
8	Analyse and contextualise...	<i>Synthesise and justify their views</i>
7	Account for, show coherent understanding...	<i>Evaluate critically and personally...</i>
6	Interpret...	<i>Express insights...</i>
5	Explain (why, similarities and differences)...	<i>Express their views (in the light of religious teaching)...</i>
4	Show understanding...	<i>Apply ideas...</i>
3	Describe...	<i>Make links...</i>
2	Identify, retell...	<i>Recognise, respond sensitively...</i>
1	Recall, name...	<i>Talk about...</i>

Good teaching will share the appropriate skills with pupils and make explicit opportunities, through well designed learning opportunities for pupils to acquire, practise and develop these central skills in RE.

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