

P-Scales Assessment Criteria for Religious Education (PAABARN)

P1- P3	<p>P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, <i>for example, startling at sudden noises or movements</i>. Any participation is fully prompted.</p> <p>P1 (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, <i>for example, becoming still in response to silence</i>. They may give intermittent reactions, <i>for example, vocalising occasionally during group celebrations and acts of worship</i>.</p> <p>P2 (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, briefly looking around in unfamiliar natural and manmade environments</i>. They begin to show interest in people, events and objects, <i>for example, leaning towards the source of a light, sound or scent</i>. They accept and engage in coactive exploration, <i>for example, touching a range of religious artefacts and found objects in partnership with a member of staff</i>.</p> <p>P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, showing that they have enjoyed an experience or interaction</i>. They recognise familiar people, events and objects, <i>for example, becoming quiet and attentive during a certain piece of music</i>. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, <i>for example, repeating a simple action with an artefact</i>. They cooperate with shared exploration and supported participation, <i>for example, performing gestures during ritual exchanges with another person performing gestures</i>.</p> <p>P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, prompting a visitor to prolong an interaction</i>. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, <i>for example, stroking or shaking artefacts or found objects</i>. They observe the results of their own actions with interest, <i>for example, when vocalising in a quiet place</i>. They remember learned responses over more extended periods, <i>for example, following a familiar ritual and responding appropriately</i>.</p> <p>P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, prompting an adult to sing or play a favourite song</i>. They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, celebrating the achievements of their peers in assembly</i>. They may respond to options and choices with actions or gestures, <i>for example, choosing to participate in activities</i>. They actively explore objects and events for more extended periods, <i>for example, contemplating the flickering of a candle flame</i>. They apply potential solutions systematically to problems, <i>for example, passing an artefact to a peer in order to prompt participation in a group activity</i>.</p>					
	AT1 Learning about religions Knowledge and understanding of:			AT2 Learning from religion Response, evaluation and application of questions of:		
	beliefs and teachings (what people believe) A	practices and lifestyles (what people do) B	expression and language (how people express themselves) C	identity and experience (making sense of who we are) D	meaning and purpose (making sense of life) E	values and commitments (making sense of right and wrong) F
	P4	Begin to respond to feelings of others: <i>Laughing with others during a religious celebration.</i> <i>Being quiet and still within a group during a reflective activity.</i>	Use single elements of communication to express feelings <i>To use a word, sign or symbol to communicate their response to an activity or event. Eg: Use 'again' or 'more' to signal that they</i>	Join in with activities, initiating ritual actions and sounds <i>To blow out the candles on a birthday cake as part of a learned ritual but without a direct instruction, to applaud following a celebration of</i>	May demonstrate an appreciation of stillness and quietness <i>Being quiet and still within a group during a reflective activity.</i>	Understand Yes and No <i>To change behaviour accordingly in response to 'Yes' and 'No'</i>

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			would like a story, piece of music, opportunity to smell incense.	success.		
P5	Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings	Take part in activities involving 2 or 3 learners Work in parallel alongside others when for example handling religious artefacts		Respond to a variety of new religious experiences Whilst experiencing a new religious festival pupils are able to shift their response e.g. from listening to speaker, to wearing a costume; from looking at a display to tasting food or making music.	May engage in moments of individual reflection Pupils may make an individual response to a moment or stimulus, e.g. to a piece of music, a place, a story.	
P6	Listen to and begin to respond to familiar religious stories, poems and music For example, understand that a particular stimulus has meaning in a story, e.g. water sprayer representing rain in the story of Noah.	Respond to others in group situations and cooperate when working in small groups During role play about a religious event cooperate and respond to peers. To share artefacts with peers within the small group.	Make their own contributions to celebrations and festivals To take part in a celebration or festival through, for example, sharing foods or taking part in a dance, following modelling of people taking part in the celebration.	Pupils start to be aware of their own influence on events and other people e.g. as part of work on Harvest Festival To understand that they can have an effect on another person, e.g. by giving a birthday gift, they are making someone else happy.	Carry out ritualised actions in familiar circumstances eg sitting quietly, response in collective worship	Show concern and sympathy for others in distress e.g. in response to a religious story To respond with concern and sympathy to a person who is upset, e.g. after a fall in the playground. During role play to respond to others with concern and sympathy, e.g. in role play of The Good Samaritan.
P7	Pupils listen to and follow religious stories To listen to and follow the sequence of a religious story or account, demonstrating this by answering simple questions about who, what and where, or producing pictorial	Make purposeful relationships with others in group activity To work together to achieve a goal e.g. creating a model of a place of worship	Communicate their ideas about religious, life events and experiences To communicate their personal responses to an experience e.g. role playing sheltering in a Sukkoth; recounting their response to attending a Christening.	Begin to understand that other people have needs and to respect them To recognise when someone hasn't got what they need to join in with an activity and enable them to join in. e.g. by sharing the glue to enable everyone to join in. To work as part of a group in assembly enabling others to take part, e.g. being quiet in order that others can listen,	Evaluate their own work and behaviour in simple ways	Begin to identify some actions as right or wrong on the basis of the consequences Pupil is able to identify whether their behaviour is right or wrong when the consequences of their action is pointed out to them.

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	representation.			sitting down in order that others can see.		
P8	<p>Pupils listen attentively to religious stories/people talking about religion</p> <p>Pupils demonstrate an understanding of 'good', 'bad', 'kind' etc. by using appropriate vocabulary.</p> <p>Describing an action in moral terms, e.g. The Good Samaritan was a 'kind man'.</p>	<p>They treat living things and their environment with care and concern</p> <p>To care for the environment in which they work, for example tidying the classroom, helping their peers, tending plants and animals.</p>	<p>Communicate their feelings about what is special to them</p> <p>Using preferred means of communication, talk about what it is that makes someone or something special to them. E.g. on Mother's Day explain why mum is special to them.</p>			<p>They demonstrate a basic understanding of what is right and wrong in familiar situations</p> <p>To behave according to an accepted code. E.g. not running in the dining hall.</p>

Descriptors showing how assessments might be reflected in practice