



Appendix 2 I can... statements

I Can... A tool for using the Wakefield RE eight-level scale of expectations in RE

The eight-level scale of Expectations of Standards in RE from the QCA / DFES National Framework for RE can be used to generate 'I can' statements for pupils. This scale has been adopted by the Wakefield SACRE and Agreed Syllabus Conference to guide teachers in setting standards in RE. Here are some examples covering levels 1-8, which Wakefield 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 as part of their planning. The Programmes of Study for the Wakefield Agreed Syllabus contain some key 'I can...' statements to indicate the achievements most pupils will be able to show. The language here is designed to be more 'pupil friendly' than the scale itself, which is a professional tool for teachers. But teachers 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'.

■ The first set in each box relate to AT1, learning about religion

■ The second set relate to AT2, learning from religion

It cannot be overemphasised that these are just examples but they are intended to show how the generalised, dense language of the eight-level scale works when translated into specific curriculum content, processes 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. It is a key part of the teacher's professional toolkit in enabling pupils to achieve.

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. It is not possible to be comprehensive in giving 'I Can...' statements for all aspects of a syllabus, because they reflect closely what an individual teacher does in a lesson or scheme of work. So these are partial, but are included to refer closely to the themes, experiences, knowledge, skills and understanding in each of key stages 1-3 which the Wakefield Agreed Syllabus prescribes. Building the bridge from the eight-level scale to the classroom is part of the teacher's task. This guidance paper will take colleagues more than half way, but each school's RE teaching will show the rest of the way. These statements are often written to imply a learning activity very clearly 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.

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

	AT1: Learning about religion	AT2: Learning from religion
<p>Level 1 skills</p> <p>name... recall... (stories) recognise... (symbols) talk about... (religious material)</p>	<p>Name...</p> <p>Recall... (stories)</p> <p>Recognise... (symbols)</p> <p>Name a church or a synagogue from a picture</p> <p>Remember and tell someone three things that happened in the Mary and Joseph story at Christmas.</p> <p>Say what happened to the Baby Moses after he was left in the bulrushes.</p> <p>Put six pictures from the Divali story in the right order.</p> <p>From 6 artefacts or pictures, pick three that are associated with Christians, or three that are used in a Synagogue.</p> <p>Talk about a 7 branched candlestick: where would you see this, and what does it stand for to Jews?</p> <p>Tell someone what happens in the Creation story of Genesis, and the creation story of the Hindus.</p> <p>Say why a rainbow is a good sign in the Noah story</p> <p>Name two festivals that Christians like to celebrate.</p>	<p>Talk about...</p> <p>Talk about some interesting and puzzling questions I'd like to know about to do with God and creation.</p> <p>Talk about a favourite person in the story of Christmas, Divali or Hanukah</p> <p>Say what I think is good about sharing things fairly.</p> <p>Say why unfair shares are a bad idea.</p> <p>Talk about thanking and being thanked, praising and being praised.</p> <p>Talk about things that matter most in my bedroom, and things that matter most in a, Synagogue or a Church.</p> <p>Talk about how it feels to create something myself, and how it would feel to have your creation spoiled</p> <p>Talk about belonging: who do I belong to? How does it show?</p> <p>Talk about how symbols of light make me feel.</p> <p>Speak about my own celebrations and someone else's celebrations</p>

	AT1: Learning about religion	AT2: Learning from religion
<p>Level 2 skills</p> <p>retell stories... identify... suggest meanings... respond sensitively...</p>	<p>Show awareness... (of similarities)</p> <p>Identify... (how religion is expressed)</p> <p>Suggest meanings... (symbols, stories)</p> <p>Begin to recognise... (importance)</p> <p>Put 7 parts of the creation story into the right order (sequencing)</p> <p>Match up some Christian beliefs to some Christian symbols and artefacts.</p> <p>Retell a story of Jesus, and suggest what it might mean to a Christian person.</p> <p>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').</p> <p>Suggest two things that matter to a Christian or to a Muslim.</p> <p>Identify a Christian belief and / or a Muslim belief</p> <p>Say what makes the Torah Scroll and the Gospel special, and to whom.</p> <p>Give a reason why Jewish people like to go to Synagogue.</p> <p>Identify a Christian hero and suggest the meaning of a story about her/him</p> <p>Suggest what the lesson of Jesus' Parable of the Pearl might be.</p> <p>Suggest what the story of Hanukkah means for a Jewish person today.</p>	<p>Respond sensitively...</p> <p>Ask questions...</p> <p>Recognise... (own values, others values)</p> <p>Respond sensitively to stories about people from (e.g.) the Jewish and Christian religions, noticing what matters to them.</p> <p>Talk about saying sorry and forgiving people: why does it matter?</p> <p>Respond to stories of kindness, self sacrifice or bravery from sacred texts with my own ideas.</p> <p>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?'</p> <p>Make up some good questions to ask 'the person who knows everything' / God.</p> <p>Suggest three questions about God that are interesting and hard to answer.</p> <p>Suggest some things that are precious, though money can't buy them</p> <p>Discuss or write down a reaction to a story with an angel in it: talk about what the angel stands for.</p> <p>Recognise – talk about – how we use all our senses to celebrate a big day</p> <p>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.</p>

	AT1: Learning about religion	AT2: Learning from religion
<p>Level 3 skills</p> <p>describe... make links... ask questions... use religious words... recognise religious ideas or issues...</p>	<p>Describe... Make links... Begin to identify the impact...</p> <p>Recognise similarities and differences...</p> <p>Use a developing religious vocabulary...</p> <p>Describe three things Christians believe in, and say what difference the beliefs make at Christmas.</p> <p>Describe the importance of two main Muslim beliefs, and say how they are shown in pilgrimage to Makkah.</p> <p>Describe four ways Hindus celebrate or worship at home or in the Mandir.</p> <p>Suggest what difference worship makes to life.</p> <p>Describe some symbols of belonging that Hindus and Christians use when they worship.</p> <p>Make a link between how a Bible story is used in Church, and how it may have an impact on a Christian child.</p> <p>Make a link between a piece of Christian music and a Bible text which inspired it.</p> <p>Recognise and describe three similarities between Divali and Easter.</p> <p>List four differences between worship in a Mandir and a Synagogue</p> <p>List four similarities between a Buddhist monk and a Christian monk.</p> <p>Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat) and the fast during Ramadan.</p> <p>Make a link between Hindu vegetarianism and the idea that divine life is in every living creature.</p> <p>Answer the question 'what is the purpose of a sacred place?' referring to examples from 2 religions studied, using general words like 'worship' 'community' and 'belong'</p>	<p>Reflect on experiences...</p> <p>Identify influences...</p> <p>Ask religious questions...</p> <p>Make links...</p> <p>Compare responses...</p> <p>Ask good questions of my own about why worshippers choose to attend Mosque, Mandir or Church.</p> <p>Ask some questions and suggest some answers about how the Bible influences Christians, and what influences me.</p> <p>Write my reflections on a Hindu value like harmless/vegetarian diet: how would my school change if we all lived by this value?</p> <p>Suggest some things people do to find peace, stillness and rest (including practices of worship), and some things I do.</p> <p>Suggest answers Christians and Muslims might give to questions about their practice of giving to charity at Christmas (e.g. Christian Aid) and Zakat (giving charity or alms to the poor).</p> <p>Prepare a reflection on the ways Hajj matters in Islam and Resurrection matters at Easter in Christianity, making a link to what matters to me.</p> <p>Make a link between religious leaders who I have studied and the kind of person I like to 'follow'. Compare my answer thoughtfully with someone else's answer.</p> <p>Make a link between my own values about animals and the idea of God as creator of the world.</p>

	AT1: Learning about religion	AT2: Learning from religion
<p>Level 4 skills</p> <p>describe similarities and differences... show understanding... describe the impact of belief... use religious vocabulary... suggest answers to questions... apply ideas to my own life...</p>	Describe similarities and differences... Make links between...	Suggest answers to questions...
	Describe the impact of religion...	Describe what inspires/influences...
	Use religious vocabulary to show understanding...	Refer to religions... Apply ideas to their own lives...
	Show that I understand how the parable of the Good Samaritan can have an impact on Christians today.	Show my understanding...
	Show that I understand why pilgrimage is different from a holiday.	Devise four good questions about what makes a leader worth following, and state what a Sikh might say about Guru Nanak's leadership.
	Describe what pilgrims hope for on their way to Makkah/ Iona.	Suggest some answers to 'why' questions about Jesus, Bishop Tutu and Jackie Pullinger, who were willing to practice self sacrifice.
	Show my understanding of two differences between Muslims, Christians and Hindus, and two of the ways these religions are similar.	Apply the idea of self sacrifice to my own actions thoughtfully.
	Describe and link Christian beliefs with Christian behaviour, e.g. belief in God as creator linked to 'green' practice.	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.
	Describe three ways in which Muslim worship shows devotion to Allah	Refer to Islamic sources or quotations in giving my own response to Muslim belief about God.
	Show my understanding of what it means to belong to Sikhism by describing how Amrit feels to a Sikh of my age.	Refer to Sikh teaching about Langar and Sewa in describing my vision of an inspiring community.
Describe how adult Baptism feels to the young Baptist Christian, comparing it with another 'ceremony of belonging'.	Create a statement of my own beliefs about God, life after death or human values referring to ideas from two religions I've studied	
Describe two different marriage services used in Christian communities, saying what is similar and different between them.	Refer to the teachings of the 2 religions to show that I understand how calligraphy expresses some Muslim spiritual ideas, and crucifix paintings express some Christian ideas.	
Use the right words to describe my understanding of four of the Muslim '99 Names' of Allah.	Describe something I find spiritual and inspiring in a poem, painting or design.	
Connect up the work of Christian Aid with three sayings of Jesus about poverty.	Apply three sayings of Jesus or the Buddha to my own life, giving my reaction to the religious teaching.	
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.		

	AT1: Learning about religion	AT2: Learning from religion
<p>Level 5 skills</p> <p>explain the impact... describe why... suggest reasons... recognise diversity... use a widening religious vocabulary... pose and suggest answers to questions... express views... relate questions and answers to my own life... explain influences...</p>	<p>Explain the impact...</p> <p>Suggest reasons...</p> <p>Use a widening religious vocabulary....</p> <p>Explain how Christians and Sikhs share some similar ideas about God, recognizing that they are different too.</p> <p>Explain some differences the Five Pillars make to Muslim life individually, and in the community of the Ummah.</p> <p>Explain the impact, for a Sikh and a Christian, of believing that God made humans all equally valuable.</p> <p>Explain the impacts of the ways Christian Aid and Islamic Relief put religious teaching into action in a world of poverty.</p> <p>Suggest 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.</p> <p>Use language about prayer and meditation to suggest three reasons why Buddhists and Christians spend time in silence and stillness.</p> <p>Recognize something unique in each of four religions, using appropriate terminology.</p> <p>Recognize two things that make a Quaker, a Roman Catholic, a Baptist and an Anglican distinctive within Christianity.</p> <p>Explain what it means for a Jew or Christian to take Genesis 1-3 literally, or to read it as a symbolic text.</p> <p>Suggest three reasons why some scientists see religion as a problem, but others see it as a partner.</p>	<p>Pose and suggest answers to questions...</p> <p>Express views...</p> <p>Relate questions and answers to my own life...</p> <p>Explain influences...</p> <p>Express my views of what some Christian leaders say about peace and conflict, relating the ideas to my own life.</p> <p>Explain what Muslims and Christians see as the purposes of life, expressing my own views about identity.</p> <p>Express my own views about spiritual experiences, relating my views to the Sikh story of Guru Nanak's direct experience of God.</p> <p>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.</p> <p>Explain two things that have influenced my views on the fact that 380 people own half the world's wealth.</p> <p>Explain two influences that sometimes make people tell lies, and two influences that encourage truthfulness.</p> <p>Give an informed response to a question about the destiny of the soul after death, referring to teaching from two religions.</p> <p>Express views that make reference to two religions on the fact that the twenty richest people in the world own more money than the poorest 48 nations.</p> <p>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.</p>

	AT1: Learning about religion	AT2: Learning from religion
<p>Level 6 skills</p> <p>interpret... give informed accounts of religion... explain... express insights... evaluate... consider the challenges of religion...</p>	<p>Interpret...</p> <p>Give informed accounts...</p> <p>Explain (impacts, reasons for diversity)...</p> <p>Give an informed account of what is difficult or challenging about being a young Christian or Hindu in Britain today.</p> <p>Interpret a silent video clip of a Bar Mitzvah and a Confirmation, explaining what it means in Jewish and Christian communities, by devising a commentary for the scene.</p> <p>Explain the impact and diversity of Islamic and Sikh dress and food 'laws' in Britain.</p> <p>Interpret the general idea of belonging to a religion with reference to rituals and commitments in Christian and Sikh practice.</p> <p>Give an informed account of two different Christian views about why people suffer.</p> <p>Give your interpretation of some ways Jews, Muslims and Christians describe the divine, God or Allah in words and in art (e.g. creeds, scripture, the decoration of Synagogues, Mosques and Churches).</p> <p>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.</p> <p>Explain how one religion began and developed through and beyond the life of its 'founder'.</p>	<p>Express insights (using reasoning and examples)...</p> <p>Evaluate...</p> <p>Consider challenges...</p> <p>Express an insight into ways that young people today might be inspired by Martin Luther King and / or Malcolm X.</p> <p>Evaluate the ideas of Sikhs and Christians about rebirth and about eternal life, relating these ideas to other people's views.</p> <p>Express my insight into promises made at weddings with reference to the vows of a Christian wedding and the Lavan used in Sikh marriage.</p> <p>Evaluate the value of meditation or prayer, showing reasoned understanding of a religious viewpoint I don't agree with.</p> <p>Comment respectfully on two opposite viewpoints about a contemporary moral issue, drawing out reasoned ideas about the views I hold myself.</p> <p>Consider the challenges posed by what I think are the strengths and weaknesses of Muslim ideas about justice and crime.</p> <p>Consider the challenges of what an atheist, agnostic or theist might say about God, then express my own insights into the question.</p> <p>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.</p>

	AT1: Learning about religion	AT2: Learning from religion
<p>Level 7 skills</p> <p>show coherent understanding... analyse... account for influences... articulate personal and critical responses... evaluate with evidence and examples...</p>	<p>Show coherent understanding...</p> <p>Analyse...</p> <p>Account for influences (religion, history, culture)...</p> <p>Begin to evaluate critically...</p> <p>Analyse two views of Christian leaders about dealing with terrorism in the light of varied examples of the Bible's teaching on conflict.</p> <p>Account for the influence of the Bible on two examples of contemporary uses of music and art in Christian worship.</p> <p>Use varied examples of Buddhist and Christian art works to show a coherent understanding of stories from the founding of the tradition.</p> <p>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.</p> <p>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.</p> <p>Analyse some ways Christians and Sikhs in the UK today bring up the younger generation, using the concepts of secularisation and community cohesion.</p> <p>Use figurative and symbolic language (e.g. incarnation, supremacy, above, Lord, uniqueness) to analyse how Christians and Muslims speak of God / Allah.</p> <p>Use the language of religious studies (e.g. transcendence, immanence) to account for differences between the Islamic and Christian understandings and language.</p> <p>Analyse two different examples of the Christian beliefs about God as creator in the light of contemporary science.</p>	<p>Articulate personal and critical responses...</p> <p>Evaluate using evidence and examples...</p> <p>Evaluate some reasons that converts give to explain why they joined their religion, using evidence and examples and responding with my own ideas.</p> <p>Use evidence and examples to weigh up theist and atheist ideas about where humans come from, explaining why I hold my own views in depth.</p> <p>Use evidence and examples to show what might challenge an atheist and a theist.</p> <p>Articulate four criticisms of the stance of British Muslims to a global issue.</p> <p>Articulate four criticisms of the Church of England's teaching about sex, marriage and divorce</p> <p>Using evidence and examples, weigh up the strengths and weaknesses of the view that following the Ten Commandments would renew or improve British society today.</p> <p>'Humanism isn't a religion, so shouldn't be studied in RE.' Articulate personal and critical responses to this idea.</p> <p>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.</p> <p>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.</p> <p>Handle effectively evaluative questions about racism and the challenge of equality to and from Christianity: In what ways is Christianity an anti racist religion?</p> <p>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>

	AT1: Learning about religion	AT2: Learning from religion
<p>Level 8 skills</p> <p>analyse and contextualise interpretations... critically evaluate... interpret and evaluate... give independent, well informed and reasoned insights... analyse in depth... draw well substantiated and balanced conclusions...</p>	<p>Analyse and contextualise interpretations...</p> <p>Critically evaluate...</p> <p>Interpret and evaluate...</p> <p>Analyse and contextualise some ways in which Christians root their environmental action in scripture and ideas of God as creator and sustainer of life.</p> <p>Analyse and contextualise some Muslim viewpoints on law and society in the UK in the light of the Qur'an's teaching on Shariah.</p> <p>Give a critical and evaluative account of some examples of Sikh community life in Southall, Leicester and Amritsar referring to social and religious factors in the ways these communities have developed.</p> <p>Account for the use of metaphorical language in the way some sacred texts (Mool Mantar, Apostle's Creed, 1st Surah of the Holy Qur'an) speak of the divine.</p> <p>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.</p> <p>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.</p> <p>Analyse the statement 'theodicy is impossible after Auschwitz.'</p> <p>Account for the continuing popularity of Christmas in a secularising and pluralizing United Kingdom, using varied interpretations of the evidence.</p>	<p>Give independent, well informed and reasoned insights...</p> <p>Analyse in depth...</p> <p>Draw well substantiated and balanced conclusions...</p> <p>Argue in an informed way the case for my own values about using intoxicants, with reference to examples from Methodist Christianity and British Islam.</p> <p>Analyse why six religions that all preach peace are involved in over 100 civil and international conflicts in the world today.</p> <p>Use religious concepts from Sikhism to explain arguments for and against the reality of God, drawing balanced and well substantiated conclusions.</p> <p>Give well informed and insightful explanations of why inter religious understanding can make peace making between communities easier.</p> <p>Draw independent, well balanced and informed conclusions to a debate about God and astrophysics.</p> <p>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':</p> <p>Argue my own independent answer to the question: 'can you be committed to a spirituality without a tradition or a community?'</p> <p>Conclude in a well informed way how people in two religions might influence my own ideas about responding to suffering and evil.</p> <p>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.</p> <p>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.</p>