Religious Education, P scales

P1(i) - RELIGIOUS EDUCATION

1. The learner will encounter activities and experiences

1.1 I can experience various sounds. [1]

1.2 I can experience light patterns. [3]

1.3 I can experience music. [5]

1.4 I can experience a combination of action with sound. [7]

1.5 I can experience movement. [9]

2. The learner will show simple reflex responses

2.1 I can make a startled response to a sudden noise. [2]

2.2 I can make a startled response to a sudden movement. [4]

2.3 I can make a startled response to a sudden bright light. [6]

2.4 I can be passive or resistant. [8]

P1(ii) - RELIGIOUS EDUCATION

1. The learner will show emerging awareness of activities and experiences

1.1 I can make a brief response to sound. [11]

1.2 I can make a brief response to a picture. [13]

1.3 I can make a brief response to music. [15]

1.4 I can make a brief response to physical sensory source. [17]

1.5 I can make a brief response to light patterns. [18]

1.6 I can make a brief response to a

2. The learner will show intermittent reactions

2.1 I can react to movement. [12]

2.2 I can react to physical contact. [14]

2.3 I can react to a change in temperature. [16]

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moving object. [19]

P2(i) - RELIGIOUS EDUCATION

1. The learner will react to new activities and experiences	2. The learner will begin to show interest in people, events and objects	3. The learner will participate in shared activities
1.1 I can react to unfamiliar sounds. [21]	2.1 I can respond consistently to familiar people. [22]	3.1 I can engage in co-active exploration. [23]
1.2 I can react to unfamiliar images. [24]	2.2 I can respond consistently to familiar events. [25]	
1.3 I can react to a new task. [26]	2.3 I can respond consistently to familiar objects. [27]	
1.4 I can react to a new experience. [28]		

P2(ii) - RELIGIOUS EDUCATION

1. The learner will communicate consistent preferences	2. The learner will communicate affective responses	3. The learner will recognise familiar people, events and objects	4. The learner will perform simple actions	5. The learner will remember learned responses	6. The learner will participate in shared activities
1.1 I can communicate preference for certain images. [30]	2.1 I can respond with volume variation. [31]	3.1 I can recognise familiar people. [32]	4.1 I can attempt to perform a simple action. [33]	5.1 I can remember learned responses over short periods of	6.1 I can co-operate with shared exploration. [35]

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				time. [34]	
1.2 I can communicate preference for certain sounds. [36]	2.2 I can respond to specific stimulation. [37]	3.2 I can recognise familiar events. [38]	4.2 I can use trial and improvement to perform an action. [39]		6.2 I can co-operate with supported participation . [40]
		3.3 I can recognise familiar objects. [41]			

P3(i) - RELIGIOUS EDUCATION

1. The learner will request events or activities	2. The learner will participate in shared activities	3. The learner will sustain concentration	4. The learner will explore materials	5. The learner will perform simple actions	6. The learner will remember learned responses
1.1 I can request for an event or activity. [43]	2.1 I can participate in shared exploration with less support. [44]	3.1 I can sustain concentration for short periods. [45]	4.1 I can explore different materials in increasingly complex ways. [46]	5.1 I can perform simple actions. [47]	6.1 I can remember learned responses over extended periods. [48]
				5.2 I can observe the result of my action. [49]	6.2 I can remember a learned activity. [50]
				5.3 I can demonstrate an awareness of change as a result of my action. [51]	6.3 I can remember the purpose of equipment. [52]

P3(ii) - RELIGIOUS EDUCATION

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1. The learner will initiate interactions and activities	2. The learner will remember learned responses	3. The learner will respond to options and choices	4. The learner will actively explore objects and events	5. The learner will apply potential solutions systematically to problems
1.1 I can greet familiar people. [54]	2.1 I can remember learned responses over increasing periods. [55]	3.1 I can respond to an option or choice. [56]	4.1 I can actively explore objects. [57]	5.1 I can attempt to solve simple problems. [58]
1.2 I can initiate interactions with familiar people. [59]	2.2 I can anticipate familiar events. [60]	3.2 I can demonstrate dissatisfaction. [61]	4.2 I can actively explore events. [62]	
1.3 I can initiate activities with familiar people. [63]		3.3 I can demonstrate satisfaction. [64]	4.3 I can remain interested in an activity for a short period. [65]	
		3.4 I can indicate preference. [66]		

P4 - RE

1. The learner will use single elements of communication	2. The learner will show an understanding of 'yes' and 'no'	3. The learner will respond to the feelings of others	4. The learner will participate in activities	5. The learner will demonstrate an appreciation of stillness and quietness
1.1 I can	2.1 I can	3.1 I can	4.1 I can join	5.1 I can

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express my feelings using single elements of communication . [68]

demonstrate an understanding of "yes". [69]

begin to respond to the feelings of others. [70]

in with activities by initiating ritual actions or sounds. [71]

remain still. [72]

2.2 I can demonstrate an understanding of "no". [73]

5.2 I can demonstrate being quiet. [74]

P5 - RE

1. The learner will respond appropriately to simple questions

1.1 I can respond appropriately to simple questions about familiar religious events or experiences. [76]

1.2 I can communicate simple meanings. [80]

2. The learner will respond to a variety of new experiences

2.1 I can respond to new religious experiences. [77]

3. The learner will participate in activities with others

3.1 I can join in with activities involving another person. [78]

3.2 I can join in with activities involving two other people. [81]

4. The learner will engage in individual reflection

4.1 I can engage in moments of individual reflection. [79]

P6 - RE

1. The learner will express their feelings in different ways

2. The learner will respond to others in a group

3. The learner will listen and respond to familiar religious

4. The learner will carry out ritualise d actions

5. The learner will show concern and sympath y for others

6. The learner will be aware of their own influence

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		narrative			
1.1 I can communicate my feelings in different ways. [83]	2.1 I can respond to others in a group situation. [84]	3.1 I can listen and respond to familiar religious stories, poems and music. [85]	4.1 I can carry out ritualised actions in familiar circumstances. [86]	5.1 I can show concern and sympathy for others in distress. [87]	6.1 I can demonstrate awareness of my influence on events and people. [88]
	2.2 I can cooperate when working as part of a small group. [89]	3.2 I can make a contribution to celebrations and festivals. [90]			

P7 - RE

1. The learner will listen to and follow religious stories	2. The learner will communicate ideas about religion	3. The learner will evaluate their own work and behaviour	4. The learner will understand religious aspects	5. The learner will understand the needs of others	6. The learner will make purposeful relationships
1.1 I can listen to and follow religious stories. [92]	2.1 I can communicate ideas about religion. [93]	3.1 I can evaluate my own work. [94]	4.1 I can find out about religion through stories, music or drama. [95]	5.1 I know to respect the needs of others. [96]	6.1 I can make purposeful relationships with others. [97]
	2.2 I can communicate about life events. [98]	3.2 I can evaluate my behaviour. [99]	4.2 I can answer simple questions about religion. [100]		
	2.3 I can	3.3 I can			

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	communicate about experiences. [101]	identify right and wrong from experience. [102]

P8 - RE

1. The learner will listen attentively to religious stories	2. The learner will identify simple facts	3. The learner will identify religious artefacts and symbols	4. The learner will reflect on emotions	5. The learner will demonstrate a basic understanding of right and wrong	6. The learner will be sensitive to the needs and feelings of others
1.1 I can listen attentively to religious stories. [104]	2.1 I can communicate simple facts about religion. [105]	3.1 I can understand the significance of religious artefacts. [106]	4.1 I can reflect on various emotions. [107]	5.1 I can demonstrate an understanding of what is right and wrong in familiar situations. [108]	6.1 I can show respect for myself. [109]
1.2 I know that some stories carry religious meaning. [110]	2.2 I can identify important religious people. [111]	3.2 I can understand the significance of religious symbols. [112]			6.2 I can show respect for others. [113]
		3.3 I can understand the significance of religious places. [114]			6.3 I can treat living things and the environment with care. [115]

Links to PScale Units

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Religious education [129]	Modern foreign language [130]		

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