## Religious Education, $\mathbf{P}$ scales

## P1(i) - RELIGIOUS EDUCATION

## 1. The learner will encounter activities and experiences

1.1 I can experience various sounds.

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]

## 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]

## P2(i) - RELIGIOUS EDUCATION

## 1. The learner will react to new activities and experiences

1.1 I can react to
unfamiliar sounds. [21]
1.2 I can react to unfamiliar images. [24]
1.3 I can react to a new task. [26]
1.4 I can react to a new experience. [28]

## 2. The learner will begin to show interest in people, events and objects

2.1 I can respond consistently to familiar people. [22]
2.2 I can respond consistently to familiar events. [25]
2.3 I can respond consistently to familiar objects. [27]

## 3. The learner will participate in shared activities

3.1 I can engage in coactive exploration. [23]

## P2(ii) - RELIGIOUS EDUCATION

| 1. The learner will com municate consiste nt prefer ences | 2. The learner will com municate affective response s | 3. The learner will recognis e familiar people, events and objects | 4. The learner will perform simple actions | 5. The learner will reme mber learned r esponses | 6. The learner will parti cipate in shared activities |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.1 I can communicat e preference for certain images. [30] | $\begin{aligned} & \begin{array}{l} 2.1 \text { I can } \\ \text { respond } \\ \text { with volume } \end{array} \\ & \underline{\text { variation. }} \\ & {[31]} \end{aligned}$ | 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 | 6.11 can co-operate with shared exploration. [35] |


| 1.2 I can <br> communicat | 2.2 I can <br> respond to |
| :--- | :--- |
| e preference | specific |
| for certain | stimulation. |
| sounds. [36] | $[37]$ |

3.2 I can recognise familiar events. [38]
4.2 I can use trial and improvemen $t$ to perform an action. [39]
3.3 I can
recognise
familiar objects. [41]

## P3(i) - RELIGIOUS EDUCATION

1. The
learner
will
request
events or
activities
2. The
learner
will parti
cipate in
shared
activities
1.1 I can request for an event or activity. [43]

| 2.1 I can <br> participate | 3.1 I can <br> sustain conc |
| :--- | :--- |
| in shared | entration for |

$\quad 4.1$ I can
explore
different
materials in
increasingly
complex
ways. [46]

| 5. The | 6. The |
| :--- | :--- |
| learner | learner |
| will | will reme |
| perform | mber |
| simple | learned $\mathbf{r}$ |
| actions | esponses |


| 5.1 I can | 6.1 I can |
| :---: | :---: |
| perform | remember |
| simple | learned |
| actions. [47] | responses |
|  | over |
|  | extended |
|  | periods. |
|  | [48] |


| 5.21 can | 6.21 can |
| :---: | :---: |
| observe the | remember a |
| result of my | learned |
| action. [49] | activity. [50] |
| 5.31 can | 6.31 can |
| demonstrat | remember |
| e an | the purpose |
| awareness | of |
| of change | equipment. |
| as a result | [52] |
| of my |  |

## P3(ii) - RELIGIOUS EDUCATION

| 1. The | 2. The |
| :--- | :--- |
| learner will | learner will |
| initiate | remember |
| interaction | learned |
| s and | responses |
| activities |  |

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 s ystematical ly to problems
4.1 I can 5.1 I can
3.1 I can
respond to an
option or choice. [56]
actively
explore objects. [57]
attempt to solve simple problems. [58]
1.21 can
initiate
interactions
with familiar
people. [59]
1.31 can
initiate
activities with
familiar people. [63]
2.21 can
anticipate familiar events. [60]
3.21 can demonstrate dissatisfaction. [61]
3.31 can demonstrate satisfaction. [64]
3.4 I can indicate preference. [66]
6. The learner will use single elements of communi cation
7. The learner will show an un derstandin g of 'yes' and 'no'
8. The learner will respond to the feelings of others
1.11 can

### 3.11 can

5. The
learner will demonstrat e an apprec iation of
stillness
and
quietness

### 5.1 I can

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| express my | demonstrate | begin to | in with | rem |
| :---: | :---: | :---: | :---: | :---: |
| feelings using | an | respond to the | activities by | [72] |
| single elements | understanding | feelings of | initiating ritual |  |
|  | of "yes". [69] | others. [70] | actions or |  |
| communication |  |  | sounds. [71] |  |

2.21 can demonstrate
an
understanding of "no". [73]
begin to in with remain still. respond to the activities by [72] feelings of others. [70]
5.21 can demonstrate being quiet. [74]

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]
4. The learner will engage in individual reflection
4.1 I can engage in moments of individual reflection. [79]
3.21 can join in with activities involving two other people. [81]

P6-RE

| 1. The | 2. The | 3. The | 4. The | 5. The | 6. The |
| :--- | :--- | :--- | :--- | :--- | :--- |
| learner | learner | learner | learner | learner | learner |
| will | will | will | will carry | will show | will be |
| express | respond | listen | out | concern | aware of |
| their | to others | and | ritualise | and | their |
| feelings | in a | respond | d actions | sympath | own |
| in | group | to |  | y for | influence |
| different |  | familiar |  | others |  |
| ways |  | religious |  |  |  |

[^0]
## narrative

| 1.11 can communicat | $\frac{2.1 \text { I can }}{\text { respond to }}$ | $\frac{3.1 \text { I can }}{\text { listen and }}$ | $\frac{4.1 \text { I can }}{\text { carry out }}$ | $\frac{5.1 \text { I can }}{\text { show }}$ | 6.11 can demonstrat |
| :---: | :---: | :---: | :---: | :---: | :---: |
| e my | others in a | respond to | ritualised | concern and | e awareness |
| feelings in | group | familiar | actions in | sympathy | of my |
| different | situation. | religious | familiar circ | for others in | influence on |
| ways. [83] | [84] | stories, | umstances. | distress. | events and |
|  |  | poems and | [86] | [87] | people. [88] |
|  |  | music. [85] |  |  |  |
|  | 2.21 can | 3.21 can |  |  |  |
|  | cooperate | make a |  |  |  |
|  | when | contribution |  |  |  |
|  | working as | to |  |  |  |
|  | part of a | celebrations |  |  |  |
|  | small group. | and |  |  |  |
|  | [89] | festivals. |  |  |  |
|  |  | [90] |  |  |  |

## P7-RE

| 1. The learner will listen to and follow religious stories | 2. The learner will com municate ideas about religion | 3. The learner will evaluate their own work and behaviou r | 4. The learner will unde rstand religious aspects | 5. The learner will unde rstand the needs of others | 6. The learner will make pu rposeful relations hips |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.11 can <br> listen to and follow religious stories. [92] | 2.11 can communicat e ideas about religion. [93] | 3.11 can evaluate my own work. [94] | 4.1 I can find out about religion through stories. music or drama. [95] | 5.11 know to respect the needs of others. [96] | 6.11 can <br> make <br> purposeful <br> relationship <br> $s$ with <br> others. [97] |
|  | 2.21 can communicat e about life events. [98] | 3.21 can evaluate my behaviour. [99] | 4.21 can <br> answer <br> simple <br> questions <br> about <br> religion. <br> [100] |  |  |
|  | 2.3 I can | 3.3 I can |  |  |  |

communicat identify
e about right and
experiences wrong from

- [101] experience.
[102]


## P8-RE

| 1. The | 2. The | 3. The |
| :--- | :--- | :--- |
| learner | learner | learner |
| will | will | will |
| listen att | identify | identify |
| entively | simple | religious |
| to | facts | artefacts |
| religious |  | and |
| stories |  | symbols |

4. The
learner
will
reflect
on
emotions
2.1 I can communicat e simple facts about religion. [105]

| $\quad$3.1 I can <br> understand | 4.1 I can <br> reflect on |
| :--- | :--- |
| the | various |
| significance | emotions. |
| of religious | [107] |
| artefacts. |  |
| $[106]$ |  |


| 1.2 I know | 2.2 I can <br> that some |
| :--- | :--- |
| identify |  |
| stories carry | important |
| religious | religious |
| meaning. | people. |
| $[110]$ | $[111]$ |

### 3.21 can

understand
the
significance
of religious
symbols. [112]
3.31 can
understand
the
significance
of religious
places.
[114]

| 5. The | 6. The |
| :--- | :--- |
| learner | learner |
| will dem | will be |
| onstrate | sensitive |
| a basic u | to the |
| nderstan | needs |
| ding of | and |
| right and | feelings |
| wrong | of others |

$$
\begin{aligned}
& \frac{5.1 \mathrm{I} \mathrm{can}}{} \begin{array}{l}
\text { demonstrat } \\
\text { e an underst } \\
\text { anding of }
\end{array} .
\end{aligned}
$$ what is right and wrong

in familiar situations. [108]
6.1 I can show respect for myself. [109]
6.21 can show respect for others. [113]
6.31 can
treat living
things and
the environment with care. [115]

## Links to PScale Units

| P1-P3 [117] | ICT [118] | English [119] | Mathematics [120] |
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| Science [121] | Physical education Art [123] | Music [124] |  |
| [122] | Design technology | Personal social <br> health education | Geography [127] | History [128]

Source URL: https://theingots.org/community/psre

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