



Appendix A

P-levels: Performance descriptors for pupils achieving below level 1 in RE

Learners...		Summary
P1(i)	<ul style="list-style-type: none"> ◆ encounter activities and experiences. ◆ may be passive or resistant. ◆ may show simple reflex responses, e.g. startling at sudden noises or movements. Any participation is fully prompted 	<i>Encounter</i> (present during activity)
P1(ii)	<ul style="list-style-type: none"> ◆ show emerging awareness of activities & experiences. ◆ may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects e.g. becoming still in response to silence. ◆ may give intermittent reactions e.g. vocalising occasionally during group celebrations and acts of worship 	Awareness (fleeting focus)
P2(i)	<ul style="list-style-type: none"> ◆ begin to respond consistently to familiar people, events and objects. They react to new activities and experiences e.g. briefly looking around in unfamiliar environments. ◆ begin to show interest in people, events and objects e.g. leaning towards the source of a light, sound or scent. ◆ accept and engage in co-active exploration e.g. touching a range of religious artefacts and objects in partnership with a member of staff. 	Attention and response (deliberate but inconsistent)
P2(ii)	<ul style="list-style-type: none"> ◆ begin to be proactive in their interactions. ◆ communicate consistent preferences and affective responses e.g. showing that they have enjoyed an experience or interaction. ◆ recognise familiar people, events and objects e.g. becoming quiet and attentive during a certain piece of music. ◆ perform actions, often by trial and improvement, and they remember learned responses over short periods of time e.g. repeating a simple action with an artefact. ◆ co-operate with shared exploration and supported participation e.g. performing gestures during ritual exchanges with another person performing gestures. 	↓
P3(i)	<ul style="list-style-type: none"> ◆ begin to communicate intentionally. ◆ seek attention through eye contact, gesture or action. ◆ request events or activities e.g. prompting a visitor to prolong an interaction. ◆ participate in shared activities with less support. ◆ sustain concentration for short periods. ◆ explore materials in increasingly complex ways e.g. stroking or shaking artefacts and objects. ◆ observe the results of their own actions with interest e.g. when vocalising in a quiet place. ◆ remember learned responses over more extended periods e.g. following a familiar ritual and responding appropriately 	↓
P3(ii)	<ul style="list-style-type: none"> ◆ use emerging conventional communication. ◆ greet known people and may initiate interactions and activities e.g. prompt an adult to sing or play a favourite song. ◆ can remember learned responses over increasing periods of time and may anticipate known events e.g. celebrating their peer's achievements in assembly. ◆ may respond to options and choices with actions or gestures e.g. choosing to participate in activities. ◆ actively explore objects and events for more extended periods e.g. contemplating the flickering of a candle flame. ◆ apply potential solutions systematically to problems e.g. passing an artefact to a peer in order to prompt participation in group activity. 	↓
P4	<ul style="list-style-type: none"> ◆ use single elements of communication e.g. words, gestures, signs or symbols, to express their feelings. ◆ show they understand 'yes' and 'no'. ◆ begin to respond to the feelings of others e.g. matching their emotions and laughing when another pupil is laughing. ◆ join in with activities by initiating ritual actions and sounds. ◆ demonstrate an appreciation of stillness and quiet. 	<i>Involvement</i> (active/ intentional) ↓

P5	<ul style="list-style-type: none"> ◆ respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. ◆ respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food or tactile objects. ◆ take part in activities involving two or three other learners. ◆ may also engage in moments of individual reflection. 	
P6	<ul style="list-style-type: none"> ◆ express and communicate their feelings in different ways. ◆ respond to others in group situations and co-operate when working in small groups. ◆ listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. ◆ carry out ritualised actions in familiar circumstances. ◆ show concern and sympathy for others in distress e.g. through gestures, facial expressions or by offering comfort. ◆ start to be aware of their own influence on events and other people. 	<p style="text-align: center;">Gaining skills and understanding</p> 
P7	<ul style="list-style-type: none"> ◆ listen to and follow religious stories. ◆ can communicate their ideas about religion, life events and experiences in simple phrases. ◆ can evaluate their own work and behaviour in simple ways, beginning to identify some actions as right and wrong on the basis of consequences. ◆ can find out about aspects of religion through stories, music, or drama, answer questions and communicate their responses. ◆ may communicate their feelings about what is special to them e.g. through role play. ◆ can begin to understand that other people have needs and to respect these. ◆ can make purposeful relationships with others in group activity. 	
P8	<ul style="list-style-type: none"> ◆ can listen attentively to religious stories or to people talking about religion. ◆ can begin to understand that religious and other stories carry moral and religious meaning. ◆ are increasingly able to communicate ideas, feelings or responses to experiences or retell religious stories. ◆ can communicate simple facts about religion and important people in religions. ◆ can begin to realise the significance of religious artefacts, symbols and places. ◆ can reflect on what makes them happy, sad, excited or lonely. ◆ are able to demonstrate a basic understanding of what is right and wrong in familiar situations. ◆ are often sensitive to the needs and feelings of others and show respect for themselves and others. ◆ treat living things and their environment with care and concern. 	