

# P Scale exemplifications

The examples of activities and responses given are illustrative rather than prescriptive. Teachers can be confident that it is acceptable to look for alternative but equivalent learning. The key task in each category is to decide whether the contextual factors changed the nature (and perhaps the level) of the pupil's responses or merely enabled the pupil to participate in religious education in the Catholic school or college.

## Water rite

### Context

Illustration and example of activities: a 'water rite' linked to the themes of welcoming, acceptance, belonging, being initiated into the faith community, Baptism, which targets AT 1(ii) celebration and ritual and AT 2 (i) engagement with own beliefs and values

### Pupil's work



### Evidence of progression

Range of pupil responses – progression based on the 'water-rite'

P1	Pupil shows a reflex response after being greeted with a bowl of water
P2	Pupil shows awareness of the bowl of water offered, responds with a smile and focus
P3	Pupil shows greater awareness and involvement and after an invitation dips fingers or splashes- shows a degree of enjoyment
P4	Pupil co-operates with group activity by passing the bowl to neighbour with a prompt
P5	Pupil passes the bowl after a copied silent moment
P6	Pupil passes the bowl after own unprompted action with water (blessing, touching, sprinkling) following the familiar routines
P7	Pupil goes (unaided), after a request, around the group in turn, offering the bowl of water carefully, silently, to each person
P8	Pupil goes unaided and voluntarily around the group offering the bowl of water and naming each person. Afterwards s/he says how much she enjoyed the experience

### Teacher's annotation

At Level P 6, a pupil spontaneously washes his face with water from the bowl, before passing it under guidance, to the next pupil according to the established procedure. The pupils are participating in a 'water rite' experiencing different effects of touching water as they explore symbols associated with initiation into the faith community.

### Link to website

Further examples will be found on the aforementioned website [www.cesew.org.uk](http://www.cesew.org.uk) as they become available.

In this publication, wherever school work is used, spelling is corrected but the syntax remains that of the pupil.

## The Wedding at Cana

### Context

Pupils are encouraged to respond to a variety of selected media and experiences in order to engage with a New Testament text and explore the theme of 'God cares when we are happy or sad and sends Jesus to help us.' AT1 (i) Beliefs, teachings and sources; AT1 (ii) Celebration and ritual

### Evidence of progression

Range of pupil responses – progression based on the Wedding at Cana

P1	Pupil shows simple reflex responses to story related stimuli, e.g., smiles/startles at musical flashing light wedding card used to animate Cana story
P2	Pupil shows an intention to grasp an item or artefact used to animate religious story, e.g., reaches out for wedding card used for Cana story
P3	Pupil shows preference and indicates enjoyment of items used to animate stories, e.g., fetches wedding card or requests it through eye-contact/gesture
P4	Pupil begins to demonstrate awareness of others during story related activity, e.g., shows wedding card to others
P5	Pupil participates in role-play and/or song related to Cana story, e.g., responds to prompt & guidance to enact asking for and receiving help
P6	Pupil begins to be able to express/identify feelings such as happy/sad in response to Cana story, e.g., matches facial expressiveness to happy/sad symbols for different parts of the story, aided by music
P7	Pupil responds to others and communicates experiences through word/sign/symbol in response to Cana story, e.g., uses symbol card to show when people are happy/sad in the story
P8	Pupil is able to retell stories using items/props and begins to connect story message with own experiences, e.g., uses Bible in felt story board to recreate story, indicates though sign/word photo/symbol who to go to for help in own life

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## Daniel and the lions

### Context

Pupils are encouraged to respond to a variety of selected media and experiences on order to engage with an Old Testament text and explore the theme of 'God who is with us and helps us when we are afraid'. AT1 (i) Beliefs, teachings and sources

### Evidence of progression

Range of pupil responses – progression based on Daniel and the lions

P1	Pupil explores story related stimuli fully prompted & responds to sudden noises, e.g., feels lion puppet, mouths lion toy, startles/smiles at recording of lion sound
P2	Pupil shows an intention to grasp an item or artefact used to animate religious story, e.g., reaches out for lion king toy
P3	Pupil shows preference and indicates enjoyment of items used to animate stories, e.g., requests repeat of lion sound or 'Do not be afraid' song by pointing to CD player/guitar
P4	Pupil joins in songs and begins to use single word/sign/symbol to express own feelings in response to story, e.g., vocalises or signs 'no' or uses percussion in 'I once was frightened of spiders' song
P5	Pupil participates with others in recreating story, e.g., takes turns to explore different lion toys/puppets, lion soundmaker, springy angel, takes turns to put lions into den
P6	Pupil responds co-operatively to working with a partner or small group during story related activity, e.g., participate in Daniel and the lion/things we are afraid of lotto game with one or two others
P7	Pupil expresses own feelings in response to Bible story, e.g., uses symbol cards 'yes' 'no' and things we are afraid of to indicate own responses
P8	Pupil is able to retell stories using items/props and begins to connect story message with own experiences, e.g., uses puppets and figures to recreate story, indicates though sign/word photo/symbol who to go to for help in own life when afraid

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## Social and moral practices

### Context

Pupils are encouraged to develop awareness of socially appropriate behaviour in response to a variety of experiences in a social or religious context. AT I (iii) Social and moral practices and way of life

### Evidence of progression

Range of pupil responses – progression based on social and moral practices

P1	Pupil encounters activities and experiences, maybe passively or with resistance. Reflex responses may occur; participation is fully prompted., e.g., may smile socially at adults and accept friendly handling positively
P2	Pupil begins to show interest in events and objects and recognize familiar people, e.g., may offer objects but does not always release, co-operate with guided participation i.e. joining hands, imitating actions
P3	Pupil seeks attention through eye contact, gesture or action, shows interest in own actions, remembers learnt responses over longer periods, e.g., accepts adult's support in activities, anticipates familiar social events i.e. assemblies, celebrations of achievement
P4	Pupil uses simple elements of communication more confidently, beginning to respond to other's feelings., e.g., shares objects with others under direction, goes to familiar adult for help, shows some ability to co-operate with adult requests
P5	Pupil responds to a variety of experiences in a social and religious context., e.g., accepts new experiences/changes in adult's company, accepts support when distressed, says/signs 'please' and 'thank you' when reminded, uses people's names, seeks out and interacts with specific people in group
P6	Pupil responds to others in group situations, e.g., responds to approval/disapproval, recognises self, family, friends in photographs, recalls significant events (party, family Baptism)
P7	Pupil begins to be aware of own behaviour and its impact and can identify some actions as right or wrong on the basis of consequences, begins to be aware of others' needs and makes purposeful relationships within groups, e.g., expresses feelings about significant personal events, shows ability to remain within boundaries, tolerates others, participates happily in group
P8	Pupil recognises that our faith story informs our moral and social decisions and has a clear understanding of right and wrong actions in familiar situations, e.g., is aware of sequences of events and how actions can have consequences, can say how others are feeling (happy/angry/sad) can respond to simple questions on behaviour after listening to stories with a moral meaning

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## Labyrinth

### Context

Pupils are encouraged to journey through an outdoor or indoor labyrinth and to respond to the opportunities offered for reflection and contemplation. AT2(i) engagement with own beliefs and values; AT2(ii) engagement with questions of meaning and purpose; Reflection and contemplation

### Evidence of progression

Range of pupil responses – progression based on the labyrinth

P1	Pupil shows emerging awareness of activities and experiences focussing and reacting intermittently on people and events or objects. Pupil is led around some or all of labyrinth becoming increasingly calmer and quieter
P2	Pupil becomes more proactive in interactions, e.g., pupil is led around some or all of labyrinth and becomes attentive and sensitive to objects and others near them in the labyrinth
P3	Pupil may explore objects/events for more extended periods. Pupil decides to wander along path, in and out 'exploring' and 'discovering'
P4	Pupil may show enjoyment of stillness and quietness, e.g., pupil becomes more aware of own and other's stillness and quietness going IN, at the CENTRE and going OUT, and is able to share this awareness
P5	Pupil engages in moments of individual reflection in a small group, e.g., under direction to begin with, pupil participates in stillness during the journey, conscious of others nearby, waiting and taking turns
P6	Pupil expresses and communicates feelings and responds to the feelings of others, e.g., holds others' hands at the centre, places stones, observes others' stones, reacts to others' moods at centre
P7	Pupil may reflect on the events of the experience and on own behaviour in simple ways and may communicate feelings about what is meaningful, e.g., pupil may say what/when he/she thought about or remembered during the journey and how he/she feels (happy/sad) about memories
P8	Pupil reflects on what makes him/her happy/sad/excited/afraid and under direction thinks about how others feel in similar situations, e.g., pupil may support others in words/gestures during journey, realising how another feels and respond to simple questions in words, signs or gestures about religious experiences

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## 'The Message'

### Context

Pupils experience the use of a ritual action in a group setting for the giving and receiving of 'the message' as a response to a Gospel passage. AT I (ii) celebration and ritual.

### Evidence of progression

Range of pupil responses – progression based on 'the Message'

P1	Pupil encounters the experience passively or with resistance, maybe showing a reflex response, e.g., pupil allows another to kneel before him, take his hands and say the message
P2	Pupil shows emerging awareness of experience, e.g., pupil smiles, with eye contact when message is given
P3	Pupil begins to communicate intentionally with a short period of concentration, e.g., pupil clearly waits in anticipation, with eye contact, smiling, squeezing hands when grasped
P4	Pupil joins in activities willingly in response to invitation to participate, e.g., accompanies message-giver around the group watching with interest
P5	Pupil takes a prompted part in the activity involving some or all of the group, e.g., accompanies the message-giver around the group initiating all the actions and repeating the message
P6	Pupil begins to make own contribution to familiar, ritualised actions within the group showing and responding to friendliness, e.g., accompanied, the pupil goes to each member of the group and as prompted, delivers message, grasping and squeezing hands
P7	Pupil performs activities more purposefully and meaningfully appreciating and coping with different emotional responses, e.g., still accompanied, for reassurance, performs the ritual of giving the message using individual names (prompted as necessary)
P8	Pupil begins to see that the 'message' comes from the Gospel story (just told). S/he realises the importance for all involved of performing the ritualised action properly, e.g., pupil goes independently to each of the group in turn, performing the ritual exactly and giving the message with meaning

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## Advent

### Context

Pupils are introduced to and encouraged to explore symbols related to Advent they prepare for and participate in Advent liturgies. AT I (ii) Celebration and ritual

### Evidence of progression

Range of pupil responses – progression based on Advent

P1	Pupil explores items/symbols related to Advent theme fully prompted and shows simple reflex responses, e.g., uses senses to investigate Advent wreath, experiences Advent song/music
P2	Pupil begins to engage in co-active multi-sensory exploration of items/artefacts, which have a symbolic place in liturgy, e.g., explores Advent wreath co-actively & with interest. Tracks lit candle across the mid-line when wreath is moved in front of him/her
P3	Pupil begins to follow familiar ritual and respond appropriately, e.g., gives attention to counting and lighting of candles on wreath, responds to invitation to blow candles out, uses musical instrument appropriately to participate in candle/Advent song
P4	Pupil begins to recognise/use words, gestures, Makaton signs, symbols associated with key vocabulary used in liturgy and celebration and begins to be aware of others, e.g., imitates words/signs/gestures for Advent/candle song, is aware of turn-taking with others for playing instruments and blowing out candles
P5	Pupil begins to respond to simple questions connected with familiar liturgical events and engages in activity co-operating with up to two others, e.g., uses word/sign/symbol when participating with others in Advent lotto game to answer questions such as 'Whose birthday are we getting ready for?'
P6	Pupil begins to make a personal contribution to celebration and liturgy and co-operates with partner or small group to participate, e.g., selects prayer from array of symbol cards and shares it with group through sign/words, undertakes role in Advent play with support
P7	Pupil evaluates own behaviour and work in simple terms as right/wrong good/bad, e.g., engages meaningfully with being good/doing wrong symbol lotto and sentence-makers, selects from array of sorry symbol cards during Advent liturgy
P8	Pupil begins to recognize the significance of the Advent wreath as a symbol and uses correct signs/ symbols/words, to show understanding and communicate ideas related to Advent stories/themes, e.g., retells Advent stories using felt-board/props/symbols, communicates ideas related to 'getting ready' for special events in own life

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