**A Simple View of Assessment in RE – Key Stage 1-2**

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| Area of Enquiry | 1. Beliefs, Teachings, Sources of Wisdom & Authority | | 1. Ways of Living | | 1. Ways of Expressing Meaning | 1. Questions of Identity, Diversity and Belonging | | 1. Questions of Meaning, Purpose and Truth | | 1. Questions of Values and Commitments | |
| Key question | How do religions and philosophies understand and develop beliefs and teachings within their traditions? | How do people keep in touch with their faith/philosophy? | | How do people communicate their beliefs and values to others? | | | What do people say about human nature? | | How do people tackle the big questions of life? | | What is the best possible use of life? |
| Year R  Y1 WT | Talk about a religious story | Talk about some belonging ceremonies (eg Christening) | | Talk about a religious symbol (eg star at Christmas) | | | Talk about their family | | Say how they feel when they are happy or sad | | Say why their family is important to them |
| YR GD  Year 1  Year 2 WT | Remember a Christian (Hindu, etc.) story and talk about it | Use the right names for things that are special to Religious people (eg Christians, Jews) | | Recognise religious art, symbols and words and talk about them | | | Talk about what they find interesting or puzzling | | Talk about things that happen to them | | Talk about what is important to them and to other people |
| Year 1 GD  Year 2  Year 3 WT | Re-tell a Christian (Sikh, etc.) story and say some things that people believe | Talk about some of the things that that are the same for different religious people | | Say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about | | | Ask about what happens to others with respect for their feelings | | Talk about some things in stories that make people ask questions | | Talk about what is important to them and to others with respect for their feelings |
| Y2 GD  Year 3  Y4 WT | Describe what a believer might learn from a religious story | Describe some of the things that are the same and different for religious people | | Use religious words to describe some of the different ways in which people show their beliefs | | | Compare some of the things that influence them with those that influence other people | | Ask important questions about life and compare their ideas with those of other people | | Link things that are important to us and other people with the way they think and behave |
| Y3 GD  Year 4  Y5 WT | Make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers’ lives | Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups | | Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean | | | Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced us and others | | Ask questions about the meaning and purpose of life, and suggest a range of answers which they might give well as members of different religious groups or individuals | | Ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values |
| Y4 GD  Year 5  Y6 WT | Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality | Describe why people belong to religions and  explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities | | Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions | | | Give their own and others’ views on questions about who we are and where we belong and on the challenges of belonging to a religion. Give a personal view of what inspires and influences us. | | Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives. | | Ask questions about things that are important to us and to other people and suggest answers which relate to our own and others’ lives |
| Y5 GD  Year 6  Y7 WT | Say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them | Say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies | | Use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers | | | Consider the challenges of belonging to a religion today with reference to our own and other people’s views on human nature and society, supporting those views with reasons and examples | | Use reasoning and examples to express insights into our own and others’ views on  questions about the meaning and purpose of life and the search for truth | | Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to us. |
| Y6 GD  Year 7  Y8 WT | Present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence | Show how religious activity in today’s world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion | | Use a wide religious and philosophical vocabulary as well as different of forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways | | | Give a personal view with reasons and examples on what value religious and other views might have for understanding ourselves and others | | Give a personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life | | Give a personal view with reasons and examples on what value religious and other views might have for understanding what is important to us and to other people |

A complete set of Excel spreadsheets for recording pupils’ progress year on year is available from <http://bit.ly/2A4VlEy>