

 **Assessment criteria**

**Expected in RE**

**Area of enquiry:**

* Beliefs, Teachings, Sources of Wisdom & Authority
* Ways of Living
* Ways of Expressing Meaning
* Questions of Identity, Diversity and Belonging
* Questions of Meaning, Purpose and Truth
* Questions of Values and Commitments

***To note:*** *The first statement in every column is related to the first line of enquiry – Beliefs, Teachings, Sources of Wisdom & Authority. The second statement is related to the second line of enquiry- Ways of Living etc*

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| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
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| **Expected** |
| 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. |
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| **Expected** |
| Retell a religious (eg Christian, Hindu etc) story and talk about it. |
| Recall and name different beliefs and practices, including festival, worship rituals and ways of life. |
| Recognise religious art, symbols and words and talk about them. |
| Begin to ask questions about the faith communities in their school. |
| Think about the special things that happen to them and others. |
| Think about what is important to them and to other people. |

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| **Expected** |
| Retell a religious story and suggest meanings to some religious and moral stories. |
| Ask and respond to questions about why religious communities do different things. |
| Recognise that religious symbols, words and actions express a community way of living. |
| Notice and respond sensitively to some similarities between different religious and worldviews. |
| Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom. |
| Begin to express their ideas and opinions and to recognise there could be more than one answer. |

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| **Expected** |
| Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully. |
| Describe and begin to make links between some of the things that are the same and different for religious people. |
| Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning. |
| Compare their own understanding of belonging with that of someone else's. Identify similarities and differences. |
| Ask important questions about life and compare their ideas with those of other people. |
| Link things that are important to them and other people with the way they think and behave. |

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| **Expected** |
| Make links between the beliefs(teachings, sources, etc) of the different religions studied andshow how they are connected to believers’ lives. |
| Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. |
| Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media. |
| Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people. |
| Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence. |
| Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values. |

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| **Year 5** | **Year 6** |
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| **Expected** |
| 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. |
| Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.  |
| Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value. |
| Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.  |
| Represent the views of others about meaning, purpose and truth. |
| Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. |

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| **Expected** |
| Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life. |
| Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life. |
| Consistently 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 and impact 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 confidently insights into their own and others’ views on questions about the meaning and purpose of life and the search for truth. |
| Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas. |
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