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**Assessment criteria**

**Greater depth 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** |
| |  | | --- | | **Exceeding** | | Remember a religious (eg 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, curious or puzzling. | | Talk about things that happen to them. | | Talk about what is important to them and to other people. | | |  | | --- | | **Greater Depth** | | Retell a religious (eg Christian, Sikh etc) story and give some meaning behind different beliefs and practices. | | Begin to explain the meanings behind different beliefs and practices. | | Recognise religious symbols, words and actions. Begin to understand they express a community's way of life. | | Begin to ask and respond sensitively to what individuals and communities do. | | Talk about aspects of religious stories which raise questions for people. | | Talk about what is important to them and to others with respect for their feelings | | |  | | --- | | **Greater Depth** | | Begin to describe what a believer might learn from a religious story. | | Begin to describe some of the things that are the same and different for religious people. | | Use religious vocabulary to describe some of the different ways in which people show their beliefs. | | Begin to make connections between their own experiences of belonging and those of others. | | Begin to ask important questions about life. Begin to compare their ideas with those of others. | | Begin to make links that are important to them and other people with the way they think and behave. | | |  | | --- | | **Greater Depth** | | Make links between the beliefs (teachings, sources, etc) of different religious groups and begin to show 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. | | Express religious beliefs (ideas, feelings, etc) using a range of media, and the correct religious vocabulary used by believers, and suggest what they mean. | | Begin to observe and suggest why belonging to a community, (religious or non-religious) may be valuable and bring a different dimension to how to live a life. | | Discuss and represent their own views on challenging questions. Suggest reasons and respond thoughtfully. | | Begin to 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. | |  | | |  | | --- | | **Greater Depth** | | Begin to 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 they are and where they belong and on the challenges of belonging to a religion. Give a personal view of what inspires and influences them. | | Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives. | | Begin to apply and express their own ideas and others' ideas about ethical questions, including ideas about what is right and wrong and what is fair and just. | |

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| **Year 5** | **Year 6** |
| |  | | --- | | **Greater Depth** | | Say what religions teach about some of the big questions of life, using different sources and arguments to begin to explain the reasons for diversity within and between them. | | Show understanding and explain how concepts/beliefs, e.g. forgiveness, resonate in their own life and be able to see that this might be different for other people because of their religious belief. | | 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 insights into their 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 them. | | |  | | --- | | **Greater Depth** | | 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 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 them and to other people. | | Give a personal view with reasons and examples on what value religious and other views might have for understanding what is important to them and to other people. | |