

 **Assessment criteria**

**Working towards 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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| **Year 1** | **Year 2** | **Year 3** | **Year 4** |
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| **Working Towards 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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| **Working Towards Expected** |
| Retell a religious (eg Christian, Hindu etc) story and talk about it. |
| Recall and name different beliefs and practices, including festivals, 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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| **Working Towards Expected** |
| Retell a religious story and suggest meaning to some religious and moral stories. |
| Ask and respond to questions about why communities do different things. |
| Recognise that religious symbols, words and actions express a community's way of living. |
| Notice and respond sensitively to some similarities between different religious beliefs and worldviews. |
| Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom. |
| Begin to express their ideas and opinions. |

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| **Working Towards Expected** |
| Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully. |
| Describe and begin to make connections between some of the things that are the same and different for religious people. |
| Use religious vocabulary to describe some different ways of life and ways of expressing meaning. |
| 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. |

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| **Year 5** | **Year 6** |
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| **Working Towards Expected** |
| Make links between the beliefs(teachings, sources, etc) of 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 we 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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| **Working Towards 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. |
| Can begin to explain, with reasons, the meaning and significance of 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 the 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' views about ethical questions, including ideas about what is right and wrong and what is just and fair. |

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