Religious Education in Cheshire East

Section 3

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Departmental Self Review
  REQM
Religious Education in Cheshire East

Assessment in Key Stages 1-3

Why assess in RE?

Assessment is an integral part of planning, teaching and learning in RE.

All assessment procedures in RE should enable teachers to:
- make meaningful judgements about student progress both throughout a programme of study (formative assessment) and at the end of a programme of study (summative assessment);
- monitor and track pupil progress over time, making timely interventions to meet individual pupil needs (diagnostic assessment);
- involve students in the learning process through the sharing of learning objectives and outcomes, the use of enquiry questions and methods of self-assessment and peer-assessment;
- empower teachers to report meaningfully upon pupil performance in RE to parents, a statutory requirement at the end of each Key Stage.

Assessment for learning

Involves the use of classroom assessment to improve learning. Such assessment is diagnostic, where it identifies strengths and weaknesses in pupils’ performance, and formative, where it is used to help pupils understand how they can progress. It involves:

- gathering and interpreting evidence about pupils’ learning; and
- learners and their teachers using that evidence to decide where pupils are in their learning, where they are going and how to take the next steps.

An important part of assessment for learning is pupils’ self-assessment.

Assessment of learning

Assessment of learning is a summative assessment at the end of a theme or topic. It is any assessment, which summarises where learners are at a given point in time. It provides a snapshot of what has been learned (in terms of both attainment and achievement).

Both types of assessment are important; it is not a case of doing one or the other. Pupils need feedback that is built into the learning process (‘assessment for learning’) as well as through more formal tests, examinations or set assessment tasks (‘assessment of learning’).

Assessment without levels

There has been a culture shift in recent educational thinking and the old system of using levels to assess pupil progress has now gone. Some schools are still choosing to use them and we have included them in the handbook for reference purposes only. There are several research projects underway looking at alternative ways of assessing pupil progress and not just in RE. We would encourage schools to move away from them as new resources become available. The main reason for removing the use of levels was that they were in fact too broad and they did not specify enough content or particular skills and attitudes to be assessed. It is extremely likely that the conversation about how to assess pupil progress without levels in any subject will be ongoing over the next few years.
Building knowledge & understanding of essential content

Pupils will still need to develop their skills in dealing with matters of religion and belief, even in the context of a trend towards a more ‘knowledge-based’ curriculum. When it comes to selecting appropriate content for RE that pupils should ‘know about’ or ‘understand’, it is helpful to consider what the minimum or essential content should consist of:

- What are the beliefs, practices and experiences at the heart of the religions and worldviews being studied? What are the key stories?
- Who are the crucial people whose lives and teaching exemplify those traditions?
- In what creative ways do adherents express and live out their most deeply held convictions?
- And what about the nature of religion and belief itself? What are the big questions and how do different people set about answering them?

Once there is a picture of the minimum content, pupils can be helped to ‘master’ or gain ‘command’ of the key information, gradually deepening understanding of the core ideas and principles. In this way pupils will acquire a solid foundation for further study.

How can we assess in RE?

Assessment in RE may be done with whole class(es); small groups or individuals:

A) As an integral, ongoing and informal part of teaching, through for example:
   - conversations with pupils about what they know and can do;
   - questions differentiated to provide opportunities for pupils of differing abilities to demonstrate their knowledge and understanding;
   - gathering information from pupils’ self and peer assessment activities.

B) As a formal, planned activity, through for example:
   - an initial assessment of what pupils already know and can do, e.g., through a mind-map;
   - differentiated tasks linked to the ‘End of Key’ Stage statements’ taken from this RE syllabus;
   - summative tests or examinations;
   - pupil interviews.

Evidence of pupils’ attainment in RE can be gathered from the whole range of learning experiences, for example, writing, art work, oral responses to reflective experiences, hot-seating, ‘diamond nines’, checklist activities, role plays, mind maps, circle-times and debates, surveys, matching activities and other active learning strategies.

Assessment in RE must be built in as part of the daily process of teaching and learning and may take place on any occasion when students give evidence of what they understand or can do. All types of assessment should be matched to learning objectives and outcomes signposted in planning.
Implementing Assessment in Key Stages 1-3

Assessing
The number of specific formal assessment tasks pupils complete will depend upon the demands facing individual schools. As a general guide:

A. Teachers should complete ongoing formative assessments for learning for each topic, (e.g. by writing notes on medium term planning).

B. Pupils should be set summative assessment tasks, linked to specific objectives at the end of units of work as felt appropriate. Ideally there should be at least three summative assessment tasks per year.

End of Key Stage Statements Key Stages 1 – 3

In order to assist with assessment this agreed syllabus provides a collection of end of key stage statements in the form of 'I can statements' linked to the essential content overviews (see Section 2b of the main syllabus).

NB It is important to note that not all the content contained within the content overviews is reflected in these statements. Only essential knowledge is covered.

They also include key skills to enable assessment to take place at the end of:

- EYFS
- Key Stage 1
- Lower Key Stage 2
- Upper Key Stage 2
- Key Stage 3

Each key stage statement is based on pupils having knowledge and understanding of essential minimum content found in the content overviews and key skill development.

Recording

How do you record pupils’ achievements?

Individual schools will need to decide exactly how to assess and record pupil achievement in line with their normal procedures. However, it should be possible to track an individual pupil’s progress over time and show their progress towards the end of key stage statements. Teachers should keep a record of pupil achievement for each assessment. This will enable teachers to build up a picture of student attainment over the course of each year and provide the evidence required for making a meaningful judgement of their attainment at the end of the Key Stage.

Methods of recording pupils’ work and progress may include:
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- using pre-prepared evaluation sheets to record names of pupils at either end of the attainment spectrum (rather than names of all the pupils who achieve the ‘majority class expectation’);
- using a mark-book with learning objectives listed in the columns;
- providing pupils with self- and peer-assessment sheets;
- making digital records, e.g., photos of a drama presentation, or a scribed record of key contributions to a discussion.
- making ‘floor books’, using flip chart paper, to scribe comments from pupils as they contribute to a discussion or debate. These can then be laminated and displayed;
- making ‘comment books’, as ‘floor books’ above. These can be bound and displayed in the library or resource centre.

It is a good idea to keep portfolios of pupils’ best work – carefully selected by both teachers and pupil and retained as evidence of progress.

Reporting
It is a statutory requirement to report on pupil achievement in RE at the end of each Key Stage. In deciding on a pupil’s level of attainment, teachers should use the evidence they have gathered from assessment tasks to judge which end of key stage description pupils have achieved.

Adapted from RE Online ‘How to assess RE’ & Cheshire East Agreed Syllabus 2011
End of Key Stage Statements

By the end of Foundation Stage (EYFS) it is expected pupils will be able to:

<table>
<thead>
<tr>
<th>Essential Content: Christianity ‘I can’........</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talk about how Christians describe God eg as creator.</td>
</tr>
<tr>
<td>• Talk about who Christians say Jesus is eg say why they think he might be special.</td>
</tr>
<tr>
<td>• Explain the Bible is the Christian’s holy book.</td>
</tr>
<tr>
<td>• Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph.</td>
</tr>
<tr>
<td>• Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive.</td>
</tr>
<tr>
<td>• Understand that the Bible tells stories that help Christians think about God &amp; Jesus.</td>
</tr>
<tr>
<td>• Talk about some things Christians do in church.</td>
</tr>
<tr>
<td>• Begin to show curiosity and ask questions about Christian stories.</td>
</tr>
</tbody>
</table>

By the end of Key Stage 1 (Yr.1 & 2) it is expected pupils will be able to:

<table>
<thead>
<tr>
<th>Essential Content: Christianity ‘I can’........</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas.</td>
</tr>
<tr>
<td>• Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus’ last week on earth; entry into Jerusalem; Last Supper; arrest; crucifixion &amp; resurrection.</td>
</tr>
<tr>
<td>• Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.</td>
</tr>
<tr>
<td>• Talk about who Christians say Jesus is eg called the Son of God; God made man.</td>
</tr>
<tr>
<td>• Explain the Bible is a Christian’s holy book and identify different kinds of genre/writing.</td>
</tr>
<tr>
<td>• Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.</td>
</tr>
<tr>
<td>• Describe at least three things a minister/church leader might do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Content: Judaism ‘I can’........</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the Torah is a holy book for Jews &amp; how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal.</td>
</tr>
<tr>
<td>• Describe some of what happens at the synagogue &amp; why Shabbat is important to Jews.</td>
</tr>
<tr>
<td>• Describe at least three things a rabbi might do eg take part in a naming ceremony</td>
</tr>
</tbody>
</table>

Cross Religious/Non-Religious Viewpoints ‘I can’........

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Talk about stories in the Bible that describe what God is like for Christians and Jews. Example 1: in the Old Testament story of Creation: identify Jews and Christians believe God is the creator who cares for all people. Example 2: in the New Testament story of the Lost Sheep identify Christians believe God is like a Shepherd who goes after those who are lost.</td>
</tr>
<tr>
<td>• Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims). For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith.</td>
</tr>
<tr>
<td>• Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</td>
</tr>
<tr>
<td>• Explain three reasons why Moses found it difficult to obey God.</td>
</tr>
<tr>
<td>• Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</td>
</tr>
<tr>
<td>• Begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens when you die? Why do people worship?</td>
</tr>
</tbody>
</table>
## Essential Content: Christianity

- Explain Christians see God as ‘three in one’, (Father, Son and Holy Spirit known as the Trinity).
- Explain what Christians can learn about Jesus from the nativity stories, ie ‘God with us ’Emmanuel’.
- Describe and suggest reasons why Christians call Jesus ‘Saviour’ using references from key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus & Easter.
- Explain with reference to the creative arts how God has a salvation plan for humans.
- Explain how the bible is used in the local church by Christians for guidance, devotion & inspiration.
- Compare & contrast ‘infant’ and ‘believer’s baptism’, suggesting why they are important to Christians.

## Essential Content: Islam

- Explain how Muslims describe Allah, eg using 99 names.
- Know all Muslims believe Muhammad (pbuh) to be a ‘messenger of ’God’, (Prophet of God).
- Recall five key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ’Prophet of God’.
- Recognise a Qur’an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God).
- Make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr.
- Explain how Muslims organisations help people in need.

## Essential Content: Judaism

- Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah.
- Explain the key events in a Jew’s life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.
- Explain at least 2 key aspects of the ‘covenant’ God made with the Jews making reference to key texts eg Abraham.
- Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses. Identify ways in which the Jews show respect for the Torah.

## Cross Religious/Non-Religious Viewpoints

- Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies.
- Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings.
- Describe what Christians & Jews can learn about God from Old Testament stories: eg ‘Moses and the escape from Egypt’ showing God as sustainer. ‘Joseph’ showing God as guide & protector.
- Compare and contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives
- Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.
- Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied.
By the end of Upper Key Stage 2 (Yr.5/6) it is expected pupils will be able to:

**Essential content:** Christianity; Hinduism; Islam; Free choice enquiry.  ‘I can’........

### Essential Content: Christianity
- Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in the Christian view of God.
- Describe why Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.
- Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.
- Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation).
- Suggest answers to questions that the resurrection of Jesus might raise.
- Identify ways that Christians believe God is with them: prayer; worship; peace in hard times.
- Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the ‘Kingdom of God’ and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord’s Prayer; Jesus’ Temptations; Parables of the Kingdom.
- Describe how signs of salvation in a church reinforce the Christian idea of forgiveness.
- Analyse how diverse expressions of Christian worship can reinforce faith & belief.

### Essential Content: Islam
- Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.
- Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.
- Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will.
- Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God.
- Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;
  - Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.
- Explain why the Qur’an is so important to Muslims.
- Analyse how the main features of a mosque explain Muslim key beliefs.

### Essential Content: Hinduism
- Describe various forms of worship that happen in the Hindu Temple, including Puja.
- Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.
- Identify key Hindu symbols and explain their meaning, eg Aum, Swastika.
- Describe how and suggest why Hindus celebrate Diwali and Holi.
- Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.
- Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment.
- Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family.
- Explain the Hindu idea of ‘Karma and how actions have consequences’. Compare and contrast with similar values found in other religious/non-religious viewpoints studied.

### Cross Religious/ Non-Religious Viewpoints
- Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.
- Compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.
- Compare & contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society & the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.
- Investigate by gathering, selecting, organising or refining questions and ideas about religion/non religious viewpoints.
- Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.
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By the end of Key Stage 3 (Yr.7, 8, 9) it is expected pupils will be able to:

Essential Content: Christianity plus 5 major world faiths & ethical issues within religious/non-religious worldviews. ‘I can’..........

### Christianity

**Demonstrate knowledge and understanding of:**

- Christian ideas about God for example omnipotent; omniscient; omnibenevolent; eternal.
- Christian sources of authority, eg Jesus; Bible; Church teachings, clergy.
- Jesus’ teachings, eg love, care for the poor, forgiveness, wealth, prayer, Kingdom of God and Kingdom of Heaven.
- Key Christian beliefs, eg incarnation; resurrection; salvation; redemption; Trinity.
- Christian rites of passage, eg baptism, first communion, confirmation, marriage, death.
- Key Christian teachings about the world, eg care for the poor, war; equality; human rights.
- Key features of Christian denominations, communities and charities.
- How different Christian places of worship reflect variations in theology.
- How a Christian may experience God, eg prayer; worship and how experiences may have an impact on a person’s life, eg prayer; unanswered prayer; miracles; near death experiences. Different styles of worship in different denominations
- The impact of sources of authority in helping Christians to make decisions and the impact on their understanding of life, eg responding to evil and suffering.
- The impact of the different work of Christian communities to make the world a better place, eg Salvation Army.

**Be able to explain and analyse:**

- How a Christian’s behaviour is influenced and challenged by their beliefs, eg parables of Jesus.
- How sources of authority impact Christian beliefs and influence their lives, eg different Church teachings on marriage and divorce.
- The impact of Christian beliefs on a specific global issues, eg poverty, the environment; war & peace; treatment of refugees, social justice; prisoners.
- Different roles of men and women in Christian faith communities.

**Be able to evaluate and synthesise:**

- Differing views from sources of authority to construct a balanced argument on a moral issue, eg women in church; homosexuality; divorce.
- How a Christian can hold both scientific and religious ideas about creation, ie creationism and evolution.
- Evaluate a wide variety of beliefs and justify how Christians make decisions, eg war; poverty.
- Evaluate a range of events/elements in a Christian’s life and assess their impact on answering ultimate questions, eg What happens when we die? Will our lives be judged?
- Evaluate how a person might experience God and how that might impact their life.
### Key Stage 3: Buddhism

**Demonstrate knowledge and understanding of:**
- Key Buddhist beliefs, e.g. Karma; 5 precepts, rebirth, 8-fold path, why God is not important.
- Key differences between Buddhist monks and lay people.
- How Buddhists show commitment to their faith.

**Be able to explain and analyse:**
- The impact of Buddhist beliefs on daily life, e.g. practising the 5 precepts, 8-fold path, vegetarianism.
- How the Buddhist idea of ‘karma’ affects treatment of others in this life.
- Using supportive evidence, views on whether Buddhism is a religion or not.

**Be able to evaluate and synthesise:**
- Buddhist teachings on equality and give a balanced argument comparing and contrasting the ideas with other religious and non-religious worldviews.

### Key Stage 3 Hinduism

**Demonstrate knowledge and understanding of:**
- The importance of Hindu beliefs, e.g. Karma, atman, ahimsa and reincarnation and how they impact the lives of believers, e.g. vegetarianism, the caste system and the principle of non-violence.
- The importance of the home in Hindu faith including shrines in the home and Puja.
- The beliefs behind celebrations of festivals e.g. Diwali and Holi.
- How Hindus mark special stages in life (with examples) e.g. the 16 Samskaras including the stages before birth and how they reflect Hindu beliefs.

**Be able to explain and analyse:**
- Hindu attitudes to ethical issues.

**Be able to evaluate and synthesise:**
- The impact of Hindu values in the UK and around the world, e.g. the influence of Ghandi on people such as Martin Luther King.
- Critically evaluate the impact of Hindu beliefs and values in modern day Britain & the wider world, e.g. the spread of yoga, meditation and reiki.

### Key Stage 3 Islam

**Demonstrate knowledge and understanding of**
- Ways of worshipping Allah, e.g. different groups within Islam Sunni and Shi’a.
- Key Muslim beliefs, e.g. Tawhid; 5 pillars; significance of Muhammad (pbuh) to Muslims today.

**Be able to explain & analyse:**
- The importance of the Qur’an to Muslims and its impact on their lives today.
- The difference between various Islamic groups and their views on life and belief.
- The impact of following the 5 Pillars of Islam and the challenges of life for Muslims in the UK today.

**Be able to evaluate and synthesise:**
- The importance of marriage and family life for Muslims today.
- Evaluate the challenges for Muslims living in UK today, e.g. racism; terrorism & Islamophobia.
### Key Stage 3 Judaism

**Demonstrate knowledge and understanding of:**

- Identify different groups & variety of practices within Judaism, eg Orthodox, Reformed & Liberal. Suggest the reasons for these differences.
- Outline the teachings of the Torah including the commandments, Kosher food laws and what is considered Treyfah.
- What Jews believe about God, the covenant & God’s relationship with the chosen people, eg the way the name of G-d is treated.

**Be able to explain and analyse:**

- The importance of the synagogue, Kippur, Tallit & Tefillin to practicing Jews.
- The importance of the Torah & Talmud & how it impacts Jewish believers today.
- With examples explain how Jews mark special stages in life including Brit Milah, Bar/Bat Mitzvah, marriage and death. Explain the beliefs and differences in practice.
- The importance of the home in Jewish faith including Kosher/Treyfah, celebration of the Shabbat, various festivals including Pesach, Rosh Hashanah, Yom Kippur and Succoth.

**Be able to evaluate and synthesise:**

- The challenges to the Jewish community of holding certain beliefs, eg marrying outside the community, not working on the Sabbath.
- The challenges of being Jewish in modern day Britain, eg racism anti-Semitism.
- Evaluate the importance of tradition and diversity Jewish communities (and within other religions).
- Evaluate the importance of the Jewish community in Britain and the wider world, eg the Middle East.

### Key Stage 3 Sikhism

**Demonstrate knowledge and understanding of:**

- The importance of Guru Granth Sahib and how it impacts on the lives of believers including its role in rites of passage.
- Describe what happens in the Gurdwara and how the Guru Granth Sahib is treated.
- Outline some of the key teachings of Guru Nanak, the other Gurus and how Sikhs try to put these teachings into practice.

**Be able to explain and analyse:**

- The Sikh Khalsa in modern day Britain or a Hindu in modern day Britain.

**Be able to evaluate and synthesise:**

- The role of the Gurdwara in comparison to other religious buildings.

**In addition:**

- Compare and contrast the values of the religious/non-religious viewpoints studied.
- Evaluate how rites of passage studied impact on ultimate questions on, eg the nature of God, life after death.
- Critically evaluate the impact of the religious/non-religious worldviews studied in Britain’s multicultural society.
- Evaluate the importance of tradition & diversity in the religious/non-religious communities studied.
- Evaluate how values from all religious/non-religious viewpoints studied complement and contrast with British values.
Assessment at Key Stages 4 and 5

Students have an entitlement to have their achievements in RE accredited and to achieve this most schools now follow examination courses at both Key Stages 4 and 5. For students who do not follow externally assessed courses, schools are required to implement alternative methods of assessment, recording and reporting. These should be based upon the end of Key Stage descriptions for Key Stages 4 and 5.

Students can relate their learning in Religious Education to the wider world and give independent and well-informed insights into their own and others’ perspectives on religious and ethical issues.

Implementing Assessment at Key Stages 4 and 5

The implementation of assessment procedures for non-examined statutory RE at Key Stages 4 and 5 will very much depend upon the staffing and timetabling demands of individual schools. What follows is a suggested method of assessing, recording and reporting upon student progress for non-examined RE at Key Stages 4 and 5.

Assessing

In deciding on a student’s measure of attainment at the end of the Key Stages 4 and 5, teachers can make use of the Assessment Grid below. This provides achievement criteria in the form of ‘Working towards’, ‘Achieving’ and ‘Working beyond’ descriptions.

At the end of Key Stages 4 and 5, teachers will make a judgement about which description best fits the student’s performance. In order to achieve this, the teacher will need to provide assessment opportunities for students using the descriptions. As a general guide, students should complete a minimum of three assessment tasks per year. It should be borne in mind that the overall judgement of a student’s achievement could take the form of a teacher endorsement of student self-assessments or peer assessments.
## Assessment Grid: Key Stages 4 and 5

### Key Stage 4

<table>
<thead>
<tr>
<th>Working towards the end of Key Stage description</th>
<th>Achieving the end of Key Stage description</th>
<th>Working beyond the end of Key Stage description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can investigate different religious, philosophical or ethical issues. Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied.</td>
<td>Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them. Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.</td>
<td>Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies. Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.</td>
</tr>
</tbody>
</table>

### Key Stage 5

| Students can explain beliefs and ethical issues, sometimes using appropriate specialist language. They can interpret and explain a range of forms of religious expression. Students can make connections between their studies and the wider world. They can justify their own perspectives and show an understanding of the views of others. | Students can use specialist vocabulary in their examination of religious beliefs and ethical viewpoints. They analyse different forms of religious expression within or between religions. Students can relate their learning to events on a local, national or international level. They can give full justifications of their own views and accurately represent the views of others. | Students use a wide specialist vocabulary to examine religious and ethical perspectives. They analyse and evaluate varied forms of religious expression within or between religions. Students clearly see the relevance of their study of religion within a range of contexts. They can give independent, well-informed and highly reasoned insights into their own and others’ perspectives on religious and ethical issues. |

### Recording

Teachers should keep a record of student achievement for each assessment task. This will enable them to build up a picture of student attainment and provide the evidence required for making a meaningful judgement of their attainment at the end of the Key Stage (that is, whether the student is working towards, achieving or working beyond the end of Key Stage description).

### Reporting

It is a statutory requirement to report on pupil achievement in RE at the end of Key Stage 4. In deciding on a pupil’s end of Key Stage attainment, teachers should use the evidence they have gathered from assessment tasks to judge whether, overall, a student is working towards, achieving or working beyond the end of Key Stage description.
Assessing Religious Education for Special Needs

In July 2014 the DfE published a booklet as a supplement to the National Curriculum by specifying performance attainment targets (P scales) and performance descriptors for pupils aged 5-16 with special educational needs (SEN) who cannot access the National Curriculum. These apply to key stages 1, 2 and 3. In key stage 4, the P scales and performance descriptors can be used as non-statutory guidelines describing some of the types and range of performance that pupils with SEN who cannot access the National Curriculum might characteristically demonstrate. These P-levels are largely unchanged for Religious Education from previously.

(see https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen)

The use of P scales is statutory for reporting teacher assessment in English, mathematics and science to the Department for Education at the end of key stages 1 and 2. P scales can also be used for reporting teacher assessment to parents in other National Curriculum subjects and at other times. The performance descriptors for Religious Education (RE) listed below should be read as guidelines describing the types and range of performance that pupils with SEN who cannot access the national curriculum might characteristically demonstrate.

**P1 (i) Pupils encounter activities and experiences**
- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements.
- Any participation is fully prompted.

**P1 (ii) Pupils show emerging awareness of activities and experiences**
- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, becoming still in response to silence.
- They may give intermittent reactions [for example, vocalising occasionally during group celebrations and acts of worship].

**P2 (i) Pupils begin to respond consistently to familiar people, events and objects**
- They react to new activities and experiences [for example, briefly looking around in unfamiliar natural and man-made environments].
- They begin to show interest in people, events and objects [for example, leaning towards the source of a light, sound or scent].
- They accept and engage in coactive exploration [for example, touching a range of religious artefacts and found objects in partnership with a member of staff].

**P2 (ii) Pupils begin to be proactive in their interactions**
- They communicate consistent preferences and affective responses [for example, showing that they have enjoyed an experience or interaction].
- They recognise familiar people, events and objects [for example, becoming quiet and attentive during a certain piece of music].
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, repeating a simple action with an artefact.]
They cooperate with shared exploration and supported participation [for example, performing gestures during ritual exchanges with another person performing gestures].

P3 (i) Pupils begin to communicate intentionally
- They seek attention through eye contact, gesture or action.
- They request events or activities [for example, prompting a visitor to prolong an interaction].
- They participate in shared activities with less support. They sustain concentration for short periods.
- They explore materials in increasingly complex ways [for example, stroking or shaking artefacts or found objects].
- They observe the results of their own actions with interest [for example, when vocalising in a quiet place].
- They remember learned responses over more extended periods [for example, following a familiar ritual and responding appropriately].

P3 (ii) Pupils use emerging conventional communication
- They greet known people and may initiate interactions and activities [for example, prompting an adult to sing or play a favourite song].
- They can remember learned responses over increasing periods of time and may anticipate known events [for example, celebrating the achievements of their peers in assembly].
- They may respond to options and choices with actions or gestures [for example, choosing to participate in activities].
- They actively explore objects and events for more extended periods [for example, contemplating the flickering of a candle flame].
- They apply potential solutions systematically to problems [for example, passing an artefact to a peer in order to prompt participation in a group activity].

P4 Pupils use single elements of communication [for example, words, gestures, signs or symbols, to express their feelings]
- They show they understand ‘yes’ and ‘no’. They begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing].
- They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.
P5 Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings
- They respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects].
- They take part in activities involving two or three other learners.
- They may also engage in moments of individual reflection.

P6 Pupils express and communicate their feelings in different ways
- They respond to others in group situations and cooperate when working in small groups.
- Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals.
- They carry out ritualised actions in familiar circumstances.
- They show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort].
- They start to be aware of their own influence on events and other people.

P7 Pupils listen to and follow religious stories
- They communicate their ideas about religion, life events and experiences in simple phrases.
- They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences.
- They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses.
- They may communicate their feelings about what is special to them [for example, using role play].
- They begin to understand that other people have needs and to respect these.
- They make purposeful relationships with others in group activity.

P8 Pupils listen attentively to religious stories or to people talking about religion
- They begin to understand that religious and other stories carry moral and religious meaning.
- They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories.
- They communicate simple facts about religion and important people in religions.
- They begin to realise the significance of religious artefacts, symbols and places.
- They reflect on what makes them happy, sad, excited or lonely.
- They demonstrate a basic understanding of what is right and wrong in familiar situations.
- They are often sensitive to the needs and feelings of others and show respect for themselves and others.
- They treat living things and their environment with care and concern.
Departmental Self Review

The Self-Evaluation Process

To improve departmental and teaching effectiveness, planned opportunities for self-evaluation are vital. It is recommended that the subject leader should complete some form of self-evaluation. Self-review examines; attainment, pupil progress, and features of good teaching, curriculum and assessment issues, leadership and management and use of resources. This must of course be in line with the school’s policy for self-evaluation.

The Subject Leader’s RE action plan should be informed by the findings in any self-evaluation review. The review should be updated annually and support the school’s development plan. It should be recognised that self-evaluation is a continuous process not a ‘one off event’ which should contribute to school improvement.

RE Quality Mark REQM

The RE Quality mark is an excellent tool for reviewing RE in schools.

The RE Quality Mark (REQM) has been developed to celebrate high quality religious education. It is an accreditation system designed to be a mechanism for whole school improvement beyond religious education since its principle focus is enhanced pedagogy. The REQM is available to all schools. There are three awards: bronze, silver and gold.

The REQM process involves examining learner and school evidence. The criteria has five sections:

- Learners and Learning
- Teachers and Teaching
- Curriculum
- Subject Leadership
- Continuing Professional Development (CPD)

School will find the REQM criteria helpful for school RE reviews even if they choose not to apply for the award. However, going through the REQM process gives schools a useful self-evaluation and independent verified award enabling them to really move RE forward.