

Assessment Guidance for RE



Assessing in RE

The principal aim of Religious Education in the London Borough of Harrow and at West Lodge Primary School is to help children and young people to develop knowledge and understanding of religions and worldviews and to gain the skills to engage with them personally, academically, respectfully and with compassion.

The Agreed Syllabus recommends an enquiry-led approach to Religious Education where teaching and learning are initiated through open questions, designed to involve pupils in a systematic analysis of, and reflection on, the significant human issues addressed by religions and worldviews.

It is a legal obligation for schools to report annually on the progress being made in Religious Education by each individual pupil and, therefore, assessments must be carried out regularly. For assessment to be most effective in Religious Education, a number of different strategies should be used so that an accurate and holistic judgement of each pupil's ability in the subject can be made at each stage of their schooling.

Strategies to be used:

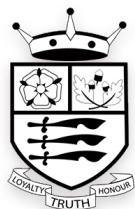
- Planned assessment opportunities to be identified at the beginning of a unit of learning.
- Ongoing formative assessment opportunities consisting of:
 - high-quality teacher questioning
 - teacher observations - particularly around each pupil's verbal contributions to class and group discussions,
 - teacher observations of when each pupil is engaging in collaborative learning opportunities
 - recording (in various ways) each pupil's verbal responses during class discussions and debates,
 - quality verbal and written feedback.
- Ongoing self and peer assessment
- Beginning and end of unit self-assessments.
- Prior knowledge and understanding and skills assessed at the beginning of a unit and then re-visited at the end of a unit, thus offering a way of measuring a pupil's progress.
- Summative assessment.
- Children respond to EBIs (Even better if...) statements and questions to extend their understanding or to address misconceptions in most lessons.

Twice a year, Foundation subject assessment are completed by class teachers, showing children's attainment in the subject through the highlighting of key skills statements in the progression document.

Ongoing formative assessment will provide the best possible assessment outcome for a pupil. Summative assessment tasks can be used if the teacher feels they are appropriate. It is recommended that these take place either in the middle of a sequence of learning so that any misconceptions can be addressed or at the end of the unit which would provide evidence of what each individual pupil has learnt during the unit. It is vital that all assessment feeds into future planning.

Evidence: To effectively assess a pupil's attainment and progress in Religious Education, it is essential that a range of evidence is used so that holistic and accurate judgements can be made.

Possible ways of gathering evidence: • a pupil's individual book or folder, • a pupil's individual reflection diary, • class portfolios, • photographs, • records of observations of class discussions, debates, role plays, etc. • group outcomes, • class displays, • teacher's evaluations of their planning.



Assessment Guidance for RE



Assessing in RE

In EYFS, KS1 and KS2, aspects of both knowledge and understanding and skills gained against the **six key areas of enquiry should be considered when assessing.**

- Beliefs, teachings and sources of wisdom (A),
- Practices and ways of life - celebrations and commemorations, prayer worship and reflection (B),
- Forms of expressing meaning language and symbolism (C). Identity, diversity and belonging - Places, communities, rites of passage (D),
- Meaning, purpose and truth- reflection and appreciation; ultimate questions (E),
- Human responsibility and values (F).

Please find below the end of year expectations for each year group:

End of EYFS - Reception

- Talk and share different beliefs. Listen and respond to religious stories reflecting on meaning (A)
- Respond through talk, actions and play about prayer. Share simple rituals and ways of living, including the joy of celebrations. Experience periods of stillness and reflection (B)
- Respond verbally and creatively about people, places and religious symbols and artefacts, using basic religious vocabulary and imagination (C)
- Be aware of people and things that matter to them and link this to their learning and understanding in RE. Share simple rites of passage (D)
- Begin to share in simple terms what makes something right, wrong and fair. Use imagination and curiosity to question their thoughts and ideas about the world (E)
- Communicate through talk, gesture and play how people care and show concern about the world around them (F)

Year 1

- Describe at least one example of beliefs and sources of wisdom and share some meanings behind them using basic religious vocabulary. Think, talk and ask questions about religious stories and traditions (A)
- Talk about how and where people pray using personal ideas and thoughts. Begin to respond to periods of stillness and reflection (B)
- Identify at least one example of symbols and actions to explain similarities and differences between faiths (C)
- Talk about important people in the community and why they belong to that particular group (D)
- Talk with others about why we need rules in religious communities. Demonstrate their understanding of what is right, wrong, just and fair through different forms of enactment, e.g., role-play, hot seating, etc €
- Listen to and respond to religious stories that show examples of kindness. Begin to identify how they can show care and concern for others and their environment (F)

End of KS1— Year 2

- Describe at least 3 examples of beliefs and sources of wisdom and share some meanings behind them using basic religious vocabulary. Retell and share meanings about religious stories and the traditions from which they come (A)
- Begin to articulate, practices and experiences including festivals, prayer worship, stillness, and reflection (B)
- Identify at least three examples of symbols and actions to explain similarities and differences between faiths (C)
- Describe what a religious leader does and why. Discuss with others how groups express their identity within their religious community (D)
- Explain the importance of rules within religious communities. Retell moral stories and explain how they show what is right, wrong, just and fair (E)
- Ask relevant questions about why people show care and concern for humanity and the wider world. Retell and share real life (F)



Assessment Guidance for RE



Assessing in RE

Year 3

- To ask questions and interpret three examples of religious and moral stories, sacred writings or other sources of wisdom. Explore the traditions within these faiths and their impact on followers (A)
- Use key vocabulary to describe the impact of celebrations in some religious communities. Ask about and reflect on places of worship and the impact they have on faith communities (B)
- Discuss how individual followers of a faith can gain meaning from religious beliefs, symbolic expression and actions. Describe similarities between two faith communities (C)
- Share two examples of how key moments in life are marked by different communities. Show an understanding of how individuals belong to a faith community and recognise how some religious people are guided by their religious leaders (D)
- Through a range of creative media, share an understanding of a range of big questions reflecting on the ultimate questions that are difficult to answer (E)
- Understand and recognise the value to showing care and responsibility for our world, identifying the shared values of two communities (F)

End of LKS2 - Year 4

- Reflect on and make connections about some religious and nonreligious world views. Explain, describe and interpret a range of religious and moral stories, sacred writings or other sources of wisdom (A)
- Use key vocabulary to describe how celebrations are marked by different communities. Consider and reflect on why and where worshippers connect to prayer and worship. Take part in periods of stillness and quiet thought and, if possible, share personal reflections (B)
- Explain how different beliefs, expressions and actions, can communicate meaning to individual followers. Describe similarities between communities ©
- Describe some of the benefits and challenges individuals face when belonging to a faith community. Show how we can help these people and explore how they are guided by their religious leaders (D)
- Reflect and respond to a range of 'if' and 'why' challenging questions to help make sense of the world and express personal reflections (E)
- Illustrate how different communities can cohabit together and respectfully share important values and responsibility (F)

Year 5

- Using religious vocabulary, describe two examples of beliefs and make connections. Demonstrate the impact of sources of wisdom on individuals and give examples of how these connect to different communities (A)
- Explain why, where and how, worshipers connect to prayer and worship. Actively engage in periods of stillness and describe their reflection experiences. Evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives (B)
- Compare how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities ©
- Recognise the challenges of commitments for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership, in their own and others' lives (D)
- Evaluate how important faith and belief are in deciding what is right and wrong, just and fair, referring to their own and others' ideas and arguments. Raise challenging questions and suggest answers, including a range of perspectives from different faiths and belief groups (E)



Assessment Guidance for RE



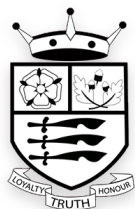
Assessing in RE

Year 5 continued

- Evaluate whether they think that diverse communities can live together, identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to evaluate how individual and collective responsibility are shaped by faith and belief. (F)

End of UKS2 - Year 6

- Describe, make connections and reflect on some religions and worldviews studied, using specific religious vocabulary about beliefs and teachings. Show awareness, respond to and interpret a range of stories, sacred writings and a variety of sources of wisdom, recognising and understanding the impact within different communities and individual believers (A)
- Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred places (B)
- Compare how and why a range of beliefs, expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities ©
- Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives (D)
- Evaluate and ask challenging questions, applying their own and others' ideas about responsibility and what is right and wrong, considering possible effects of different moral choices. Present a range of views and answers to challenging questions about belonging, meaning and truth (E)
- Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief (F)



Assessment Guidance for RE



Assessing in RE

Please find below the end of year expectations for each key stage:

By the end of EYFS

Religious Education can make an active contribution to all the areas of learning (ELGs) and development but has a particularly important contribution to make to: • personal, social and emotional development, • communication and language, • understanding the world, • expressive arts and design.

Reception pupils should: Talk and share different ways of living including beliefs and the joy of celebrations. Listen to and retell religious stories reflecting on meaning. Respond through talk, actions and play about prayer. Share simple rites of passage, celebrations and commemorations and experience periods of stillness and reflection. Respond verbally and creatively about people, places, religious symbols and artefacts, using basic religious vocabulary and imagination. Be aware of people and things that matter to them and link this to their learning and understanding in RE. Begin to share in simple terms what makes something right, wrong and fair. Use imagination and curiosity to question their thoughts and ideas about the world. Communicate through talk, gesture and play how people care and show concern about the world around them.

By the end of KS1 - Year 2 pupils should:

Begin to articulate key beliefs, practices and experiences including festivals, prayer, worship and reflection. Share some meanings behind beliefs, practices, sources of wisdom, symbols and actions. Notice and respond sensitively to some similarities between different religions and worldviews. Use basic religious vocabulary. Retell and share religious and moral stories and traditions. Begin to explain how some stories show what is right, wrong, just and fair. Describe what a religious leader does and why. Discuss with others how groups express their identity within their religious community. Explain the importance of rules within religious communities. Ask relevant questions about why people show care and concern for humanity and the wider world.

By the end of KS2 - Year 6 pupils should:

Describe, make connections and reflect on some religions and worldviews studied, using specific religious vocabulary about beliefs and practices, including how celebrations and key moments in life are marked by different communities.

Evaluate and ask challenging questions, applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices. Present a range of views and answers to challenging questions about belonging, meaning and truth. Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.

Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within and between different communities and individual believers.

Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred places. Compare how and why a range of beliefs, expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.

Show and express insights into the challenges of individual commitment, identity belonging and faith. Raise questions on guidance and leadership in their own and other's lives.

Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.