

At Grange Primary School, the goal of Religious Education is to help children learn about different religions and worldviews, and to develop the skills to understand and respect them.

The syllabus suggests starting lessons with open questions to get pupils thinking about important life issues through the lens of different beliefs.

It is a legal requirement for schools to report on each pupil's progress in Religious Education every year, so regular assessments are needed. To assess pupils effectively, a range of methods should be used to see how well they understand the material.

Strategies for assessing pupils' progress in Religious Education:

Planned assessments: Key assessment points are identified at the start of each unit.

Ongoing formative assessment:

- Teachers ask high-quality questions.
- Teachers observe pupils' verbal contributions in class and group discussions.
- Teachers watch how pupils work together in group activities.
- Pupils' verbal responses during discussions and debates are recorded.
- Teachers provide verbal and written feedback to pupils.

Self and peer assessments: Pupils regularly assess their own and each other's work.

Summative assessment: Final assessments are made at the end of a unit.

Start and end assessments: Pupils' prior knowledge and skills are checked at the beginning of a unit and reviewed at the end to measure progress.
Ways to achieve start and end assessments for measuring pupils' progress:

1. **Pre-unit quizzes:** Use short quizzes at the beginning of a unit to check pupils' existing knowledge.
2. **KWL charts:** Have pupils fill out "What I Know, What I Want to Know, and What I Learned" charts.

3. **Concept mapping:** Ask pupils to create mind maps at the start and end of a unit to show their understanding of key ideas.
4. **Baseline assessments:** Set an initial task or activity to gauge prior knowledge, then revisit a similar task at the end.
5. **Self-assessment checklists:** Pupils complete a checklist at the start, assessing their knowledge and skills, and redo it at the end of the unit to reflect on progress.
6. **Group discussions:** Begin with a class discussion on the topic to assess understanding, and repeat the discussion at the end to compare growth.
7. **Written reflections:** Ask pupils to write short reflections on what they know at the beginning and review their insights at the end.

Formative and Summative assessment

Ongoing formative assessment provides the most accurate picture of a pupil's progress. Summative assessments can also be used when appropriate, ideally in the middle of a learning sequence to address any misconceptions or at the end of the unit to show what each pupil has learned. It's important that all assessments inform future planning.

Evidence: To assess a pupil's attainment and progress in Religious Education effectively, a variety of evidence should be gathered to make well-rounded and accurate judgments.

Possible evidence sources include:

- A pupil's individual book or folder
- A pupil's reflection diary
- Photographs
- Records of observations from class discussions, debates, and role plays
- Group outcomes
- Class displays
- Teacher evaluations of their lesson planning

In EYFS, KS1, and KS2, assessments should consider both knowledge and skills gained across the six key areas of enquiry in Religious Education. These areas include:

Beliefs, teachings, and sources of wisdom (A): Understanding core beliefs and key religious teachings.

Practices and ways of life (B): Celebrations, commemorations, prayer, worship, and reflection.

Forms of expressing meaning (C): Language, symbolism, and how meaning is conveyed in different religions.

Identity, diversity, and belonging (D): Places, communities, and rites of passage that shape a sense of identity and belonging.

Meaning, purpose, and truth (E): Reflection on life's big questions and ultimate truths.

Human responsibility and values (F): Understanding responsibility, values, and how they guide human behaviour.

When assessing pupils, it's essential to evaluate their understanding and skills in these areas to get a comprehensive view of their progress and attainment.

Knowledge and skills

	A	B	C	D	E	F
	Beliefs, teachings and sources of wisdom	Practices and ways of life Celebrations, prayer, worship and reflection	Forms of expressing meaning language and symbolism Forms of expressing meaning language and symbolism	Identity, diversity and belonging Places, communities, rites of passage	Meaning, purpose and truth Reflection and appreciation Ultimate Questions	Human responsibility and values
End of EYFS - Reception	Talk and share different beliefs. Listen and respond	Respond through talk, actions and play about prayer.	Respond verbally and creatively about people, places and	Be aware of people and things that matter to them and	Begin to share in simple terms what makes something	Communicate through talk, gesture and play how

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	to religious stories reflecting on meaning.	Share simple rituals and ways of living, including the joy of celebrations. Experience periods of stillness and reflection.	religious symbols and artefacts, using basic religious vocabulary and imagination.	link this to their learning and understanding in RE. Share simple rites of passage.	right, wrong and fair. Use imagination and curiosity to question their thoughts and ideas about the world.	people care and show concern about the world around them.
	A	B	C	D	E	F
	Beliefs, teachings and sources of wisdom	Practices and ways of life Celebrations, prayer, worship and reflection	Forms of expressing meaning language and symbolism Forms of expressing meaning language and symbolism	Identity, diversity and belonging Places, communities, rites of passage	Meaning, purpose and truth Reflection and appreciation Ultimate Questions	Human responsibility and values
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.	Talk about how and where people pray using personal ideas and thoughts. Begin to respond to periods of stillness and reflection.	Identify at least one example of symbols and actions to explain similarities and differences between faiths.	Talk about important people in the community and why they belong to that particular group.	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.
	A	B	C	D	E	F

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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.	Begin to articulate, practices and experiences including festivals, prayer worship, stillness, and reflection.	Identify at least three examples of symbols and actions to explain similarities and differences between faiths.	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. Retell moral stories and explain how they show what is right, wrong, just and fair.	Ask relevant questions about why people show care and concern for humanity and the wider world. Retell and share real life examples of acts of kindness.
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Year 3	To ask questions and interpret three examples of religious	Use key vocabulary to describe the impact of	Discuss how individual followers of a faith can gain meaning	Share two examples of how about how key moments in life	Through a range of creative media, share an	Understand and recognise the value to showing care and

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	and moral stories, sacred writings or other sources of wisdom. Explore the traditions within these faiths and their impact on followers.	celebrations in some religious communities. Ask about and reflect on places of worship and the impact they have on faith communities	from religious beliefs, symbolic expression and actions. Describe similarities between two faith communities.	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	understanding of a range of big questions reflecting on the ultimate questions that are difficult to answer.	responsibility for our world, identifying the shared values of two communities.
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Year 4	Reflect on and make connections about some religious and non- religious world views. Explain, describe and interpret a range of religious and moral stories, sacred writings or other sources of wisdom.	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	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.	Reflect and respond to a range of 'if' and 'why' challenging questions to help make sense of the world and express personal reflections.	Illustrate how different communities can cohabit together and respectfully share important values and responsibility.

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		stillness and quiet thought and, if possible, share personal reflections.				
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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.	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.	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.	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.	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.

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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	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, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.	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. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.