

D. How can we assess pupils' progress?

D1 Assessment, achievement and attainment

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

Assessment in this agreed syllabus is related to end of key stage expectations.

- In RE, at 7, 11 and 14, pupils should show that they know, apply and understand the matters, skills and processes specified in the Programmes of Study.
- Page 96 presents all of the end of key stage outcomes, so that teachers can see how they represent progress in relation to knowledge, understanding and skills. Within each key question outline within the Programmes of Study, learning outcomes are presented that relate to the end of key stage outcomes. Whilst the end of key stage outcomes are general, the key question learning outcomes are specifically related to the content (knowledge and skills) required to address the key question.
- The key question learning outcomes are expressed in terms of allowing pupils to meet the outcomes first in an emerging form, second by meeting the expectations, and then third by exceeding expectations. Time is needed for pupils to consolidate and embed their learning before moving to the next steps.
- Page 97 offers a summary of the skills expected by the end of key stage outcomes. The progression in understanding and skills that the Programmes of Study envisage are made explicit in the three summary pyramid diagrams on page 98-100. These are presented for syllabus users to consider as they approach for themselves the tasks of describing progression in RE and designing instruments that will enable fair, valid and manageable assessment for learning in RE. The pyramids relate closely to the three areas of aims for RE which this curriculum framework provides.

The learning outcomes in this syllabus support teachers in assessing whether pupils are on track to meet end of key stage expectations.

- Assessment requires teachers to know what individual pupils know and can do. The learning outcomes on each key question outline will help teachers to assess this, and to devise appropriate learning activities to enable pupils to secure their understanding and skills.
- Schools need to be able to track progress of pupils. Again, the 'emerging, expected and exceeding' outcomes on each key question will allow teachers to track progress across a year group. This is because the outcomes have been written to assist pupils in moving towards the end of key stage outcomes, which is why the key question outlines have been linked to recommended year groups.
- The learning outcomes in the unit plans of this agreed syllabus are underpinned by the assessment pyramids from p.97. This means that teachers address all three of the aims of RE (see p.6) and enable pupils to make progress in knowledge, understanding and skills through and across key stages.
- Schools will need to adapt the information they gain from the learning outcomes to whichever tracking system their school uses.

The key question learning outcomes and end of key stage outcomes support teachers' planning for all pupils.

- Teachers in RE should plan their approach to the whole key stage with the learning intentions of the end of the key stage in clear view. Schools can make use of the suggested steps on the following pages to support their planning towards the end of key stage outcomes. Alternatively, they will need to devise their own programmes of assessment that will describe clear steps that lead to the end of key stage achievements.
- Using the learning outcomes for each key question is also essential when planning learning activities for pupils.

- Setting high expectations early in the key stage, in terms of the matters, skills and processes of RE is most likely to enable pupils to reach the highest possible standards for all groups of pupils.

The end of key stage statements can be used for reporting to parents.

- As with all subjects of the curriculum, parents are entitled to expect an annual report which clearly describes the progress and achievement of each child in relation to the Programme of Study in RE.
- Good RE reporting is individual, positive, criterion referenced, accurate and diagnostic.

Progress overview:

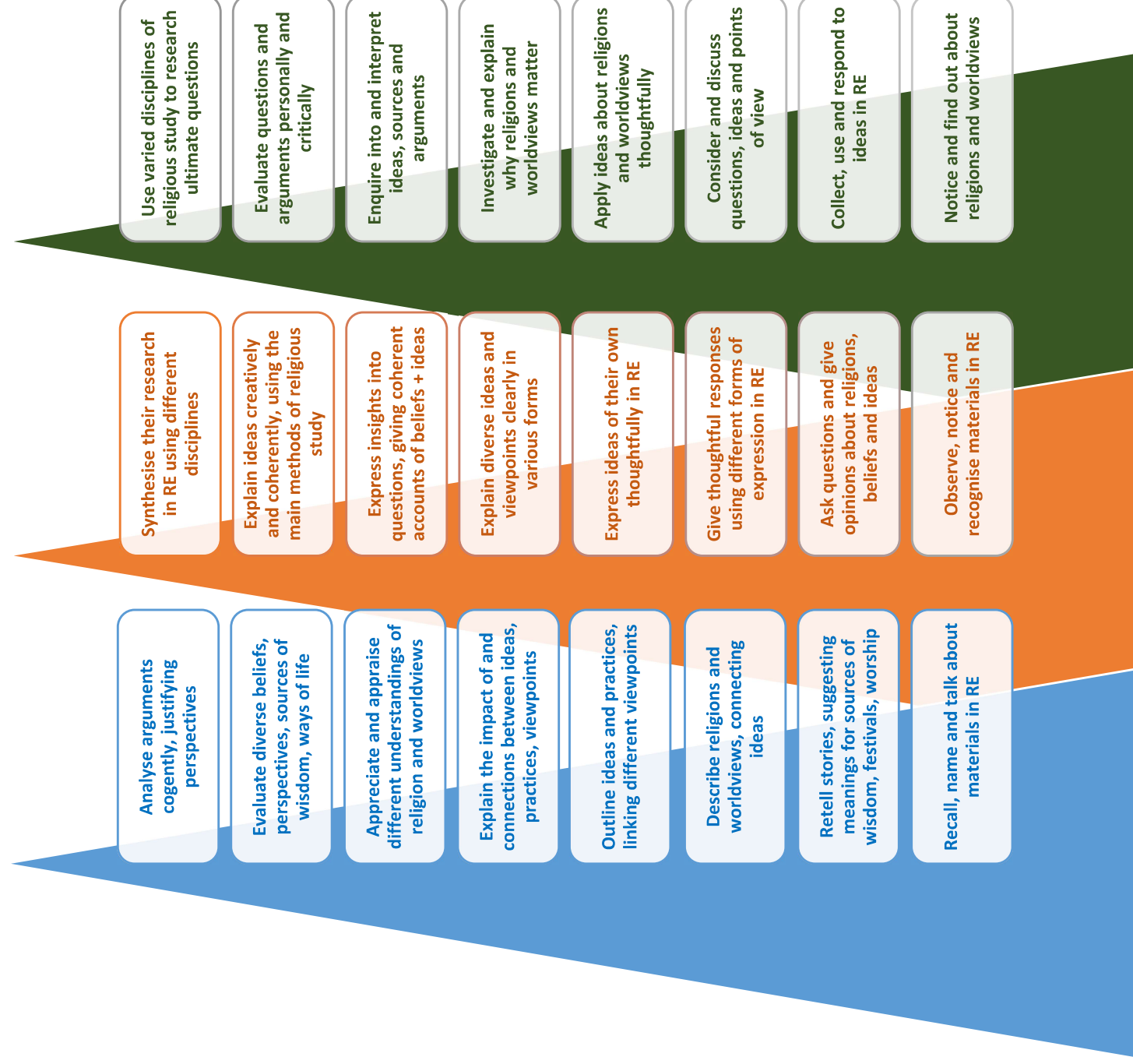
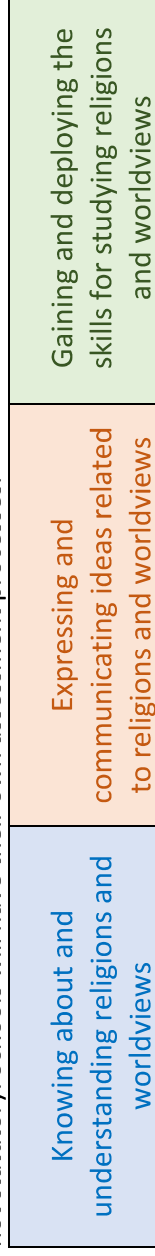
The following page shows all of the expected end of key stage outcomes for this agreed syllabus.

D2 A progression overview for 5-14s: outcomes

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world;
Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;	Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities;
Express and communicate B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

D3. A model for assessment: progress steps in RE for 5–14s

The following pyramids relate closely to the threefold aims of RE (see p.6) and are helpful in planning to support pupils’ progress towards the end of key stage outcomes. The following pages offer some exemplars to help teachers understand each step. These pyramids are offered as guidance only, and are not statutory. Schools will have their own assessment processes.



<p>A. Knowing about and understanding religions and worldviews</p>	<p>Analyse arguments cogently, justifying perspectives</p>	<p>Evaluate diverse beliefs, perspectives, sources of wisdom, ways of life</p>	<p>Appreciate and appraise different understandings of religion and worldviews</p>	<p>Explain the impact of and connections between ideas, practices, viewpoints</p>	<p>Outline ideas and practices, linking different viewpoints</p>	<p>Describe religions and worldviews, connecting ideas</p>	<p>Retell stories, suggesting meanings for sources of wisdom, for festivals and for acts of worship</p>	<p>Recall, name and talk about materials in RE</p>	<p>Examples: Knowing and understanding These examples of the knowledge and understanding pupils gain in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.</p>
<p>8. Pupils use methods from sociology of religion to analyse the ways Christian, Muslim and Sikh population patterns and community life are changing in twenty-first-century Britain. They justify their perspectives on whether a plural society can be built peacefully.</p>									
<p>7. Pupils weigh up debates and arguments between agnostics, Christians and Muslims about diverse ideas of God, using philosophical methods. They evaluate the arguments of others in relation to their own ideas and viewpoints, using skills of personal and critical evaluation.</p>									
<p>6. Pupils argue for their answer to the question ‘would an omnipresent God need special places for people to worship?’ They examine the architecture of mosques, cathedrals and mandirs in the UK today, developing their appreciation and appraisal of forms and functions of varied places of worship.</p>									
<p>5. Pupils explain the impact that religious and/or spiritual experiences have had on some people from ‘eyewitness’ accounts. They give their reasons for accepting or rejecting some explanations of these events, including psychological and theological explanations.</p>									
<p>4. Pupils consider some different possible meanings for two parables of Jesus, considering what the parables mean to Christians today. They rank the possible interpretations, giving a reason why they consider one is a better interpretation than another.</p>									
<p>3. Pupils select their favourite 2 or 3 ‘wise sayings’ from 10 examples drawn from different sources (Bible, Qur’an, Torah), and illustrate these sayings. They describe what each religion teaches in relation to the sayings. They describe connections between the sayings they have chosen.</p>									
<p>2. Pupils enact two stories. Examples could be parts of the story of Holy Week and Easter, and parts of the Diwali story. They discuss the ideas and characters, and suggest what the stories mean.</p>									
<p>1. Pupils discover how Jewish people worship and celebrate Shabbat, for example, using the words synagogue, rest, Torah. They name the religion, and talk about what happens on Shabbat at home and in the Jewish community.</p>									

B. Expressing and communicating ideas relating to religions and worldviews

Synthesise their research in RE using different disciplines

Explain ideas creatively and coherently, using the main methods of religious study

Express insights into questions, giving coherent accounts of beliefs + ideas

Explain diverse ideas and viewpoints clearly in various forms

Express ideas thoughtfully in RE

Give thoughtful responses using different forms of expression in RE

Ask questions and give opinions about religions, beliefs and ideas

Observe, notice and recognise materials in RE

Examples: Expressing and communicating

These examples of the communication and expression pupils learn in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.

8. Pupils consider the questions: Is Buddhism a religion? In what ways is Humanism like a religion? They bring together their research into the two questions, evaluating arguments about the nature of religions and worldviews critically. They answer for themselves: why are you religious, or not religious?

7. Pupils give coherent and thoughtful explanations of the thought and poetry of Primo Levi and Dietrich Bonhoeffer, religious thinkers persecuted under Nazism. They use historical, theological and philosophical methods to evaluate the question: is it possible to believe in God after the holocaust?

6. Pupils express insights of their own in making a comparison of the influence of Aung San Suu Kyi and of Rev Dr Martin Luther King. They give coherent accounts of the impact of ideas such as non-violence, pacifism and spiritual strength. They make coherent connections between Buddhist and Christian ideas and beliefs and the influences they examine.

5. Pupils are given 8 quotes, four which claim religion is a force for good, and four which say it does more damage than good. They use the ideas to explain their viewpoint about the question ‘Is religion a force for good or not?’

4. Pupils express thoughtful ideas about the Five Pillars of Islam, applying the general concepts of devotion to God, service of other people and self-discipline to Muslim practice. They give a thoughtful idea of their own about the value of the practices.

3. Pupils discuss three religious artworks from three different centuries, considering what inspired these artists to do great work that is religious. They respond by choosing examples of religious art that they find inspiring. They create expressions of their own ideas.

2. Pupils take part in a music session using songs about peace from different religions. They ask questions and say what they like about the songs’ words, and what is important about peace to them.

1. Pupils watch a film clip of some interesting festivities at Pesach and Easter, and ask ‘Who, What, When, Where, How and Why?’ questions about what they have seen.

C. Gaining and deploying the skills for learning from religions and worldviews

Use varied disciplines of religious study to research ultimate questions

Evaluate questions and arguments personally and critically

Enquire into and interpret ideas, sources and arguments

Investigate and explain why religions and worldviews matter

Apply ideas about religions and worldviews thoughtfully

Consider and discuss questions, ideas and points of view

Collect, use and respond to ideas in RE

Notice and find out about religions and worldviews

Examples: gaining and deploying skills

These examples of the skills of religious study that pupils gain and deploy in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.

8. Pupils use ideas from theology and philosophy to research varied answers to questions about God, discovering and expressing arguments from different viewpoints comprehensively.

7. Pupils evaluate research that finds religious people are happier than non-religious people, asking: can this be proved? What evidence is there? What explanations are there? Does this finding offer evidence in favour of religion, or does it merely imply that illusions can be comforting?

6. Pupils plan an enquiry into identity: why do millions of people identify themselves as atheists, Christians or Muslims in Britain today? They communicate their interpretations of the worldviews of others accurately.

5. Pupils investigate questions about life after death, explaining varied answers, using concepts like consciousness, soul, Nirvana or Paradise. They explain the impact of varied views about life after death on life today, expressing ideas about destiny reasonably, creatively and thoughtfully.

4. Pupils hear the stories of the giving of the Qur'an in Islam and to the birth of Jesus in Christianity. They consider what members of the religion believe these stories show. They learn the word 'revelation', and apply the idea to the stories. They discuss: what does it mean to believe in revelation?

3. Pupils consider and discuss examples of what key leaders from stories in two different faiths have done to make peace. They raise questions about peacemaking, giving thoughtful ideas of their own on the question: would you like to be a peacemaker?

2. Pupils collect examples of living together happily both from school life and from religious stories. They offer ideas of their own to be included in a 'Recipe for living together happily'.

1. Pupils show curiosity about what Jews or Christians do each day or each week. They notice some details which interest them, and find out more from a book, an artefact, a photo or some other source.