

**TABLE 2. Age-Related Expectations: ASSESSMENT FRAMEWORK for RE**

Enquiry Focus	KS1 pupils will be able to:		Lower KS2 pupils will be able to:		Upper KS2 pupils will be able to:		KS3 pupils will be able to:	
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
<p><b>BELIEVING</b> Core knowledge and understanding of texts, stories and key beliefs</p>	<p>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism).</p> <p>Recall a variety of religious stories used for different purposes.</p>	<p>Give a simple account of the core beliefs of the religions studied.</p> <p>Retell a selection of key stories, making links to the core beliefs.</p>	<p>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.).</p> <p>Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story).</p>	<p>Describe the lives of the most important religious figures and their place within the belief system.</p> <p>Suggest meaning for the various kinds of writing found within sacred texts.</p>	<p>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.</p> <p>Use technical &amp; religious language to identify the different writings within sacred texts.</p>	<p>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders.</p> <p>Explain the connections between sacred texts and beliefs using theological terms.</p>	<p>Demonstrate a good knowledge and understanding of the belief systems of the religions being studied.</p> <p>Describe with some reasons, the significance of these belief systems.</p> <p>Name similarities and differences within and between religions.</p> <p>Explain the relationship between the key theological concepts studied and show whether the key concepts lead to a coherent faith narrative and if so how.</p>	<p>Demonstrate sound knowledge and understanding of the belief systems being studied.</p> <p>Describe reasons for the significance of the belief systems being studied.</p> <p>Describe the similarities and differences within and between religions.</p> <p>Use specialist vocabulary, mostly appropriately, in their answers.</p> <p>Suggest meanings for the concepts making reference to key texts and beliefs</p>

Enquiry Focus		KS1 pupils will be able to:		Lower KS2 pupils will be able to:		Upper KS2 pupils will be able to:		KS3 pupils will be able to:	
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
BELONGING	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally	Give simple examples of how the stories and beliefs influence the behaviour of believers.	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).	Identify the key practices of a faith and some of the differences between denominations or sects.	Make links between the texts studied and the practice of faith in the community.	Make clear links between the texts and concepts studied and common practice across denominations.	Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects).	Make clear connections between religion and how people live their lives. Show how religious ideas help believers to make moral decisions about a range of issues.	Describe many impacts that religious belief has on the life of the believer.  Explain why different believers apply texts differently.
		Identify some elements of practice that arise from these beliefs.	Give examples of how beliefs are linked to worship and prayer.	Describe how beliefs influence worship and lifestyle.	Describe the beliefs that have the greatest impact on practice.	Describe the actions of believers in their communities, locally and globally that arise from their beliefs.	Show how inspiration might play a part in how believers interpret the texts.	Show how the interpretation of religious texts can vary and lead to different practices and beliefs.	Give reasons for the impact that that has on individuals, the community, and the wider world.
REFLECTING, RESPONDING and MAKING LINKS Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives		Talk about their own experiences in the light of the religious knowledge gained.  Express their own opinions appropriately. Talk about the differences that beliefs make to the way believers live.  Make simple comparisons to their own lives.		Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society.  Make links between the teachings of religious figures and current leaders.  Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave.		Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring.  Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be.  Compare the religious ideas to the opportunities and problems of the wider world.		Give coherent accounts of the implications of the religious ideas explored on the modern world. Describe their own opinions on a topic being studied and give a point of view that is different to their own, not necessarily religious. Use arguments supported by evidence to evaluate different responses to the issues studied. Evaluate how far these beliefs help to make sense of the world on a personal and an impersonal level. Explain the challenges religious ideas may present to the world and how believers answer such challenges.	