**Devon, Plymouth and Torbay schools**

**RE assessment template**

This document is designed to support the summative assessment of RE in line with the Devon, Torbay and Plymouth Agreed Syllabi. This is not intended to be used as a planning tool; it is a flexible resource to be edited and customized for individual teachers in their own classroom contexts, responding to the material and content that they have taught.

This template should be used in addition to other forms of formative assessment.

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| **Key Stage 2** | **Unit Title:** What do people believe about life? (Beliefs and Questions) |
| **Core concept:** Buddhism beliefs |
| **Learning Outcome:** Understand Buddhist ideas about the world and the place of humans in it |
| **Assessment Question:**What do Buddhists believe about life? |
| **Suggested assessment tasks** | 1. Pupils could make a chatterbox to include key questions and answers about the Buddhist beliefs about life
2. Pupils could write an explanation text to explain their learning about Buddhist beliefs about life
3. Pupils can create a short film/newspaper report to explain Buddhist beliefs about life, including key questions/responses/interviews
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|  | **Assessment outcomes:** |
| This question assesses:* Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating

 (Choose as appropriate)\* | **Secure/Expected*** Pupils can explain the Buddhism is concerned with personal responsibility to overcome imperfection
* Pupils can re-tell the life story of Siddhartha Gautama and explain how his experience of suffering within life influenced his search for meaning and the purpose of life
* Pupils can explain how Buddhists understand the cycle of life and enlightenment
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| **Pupils** |  |
| **Developing/Emerging** * Pupils know who Siddhartha Gautama is
* Pupils can retell the life story of Siddhartha Gautama
* Pupils can name and describe the 8 fold path
* Pupils can explain what distracts them in life
 | **Excelling** * Pupils can explain how the Buddhist practice of meditation and mindfulness can focus the mind to be relaxed and free from negative thoughts and suffering
* Pupils can compare religious practices that encourage a focus on the withdrawal from distractions of everyday life to enhance spiritual development
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| **Pupils** |  |  |
|  | Pupils with additional needs have made the following responses ........ |

\*For more guidance on how to assess different cognitive processes please refer to Assessment Without Levels using Bloom’s Revised Taxonomy <http://ltlre.org/projects/assessment-without-levels-in-re/>

If you would like to contribute any examples of assessment overviews, please email them to Ed Pawson on efpawson@gmail.com