**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:** Why do religious books and teachings matter? (Teaching and Authority) | |
| **Core concept:** Islamic beliefs | |
| **Learning Outcome:**  To understand the importance of the Qu’ran and the Hadith for Muslims | |
| **Assessment Question:**  Why and how do Muslims use the Qu’ran and the Hadith as a source of guidance? | |
| **Suggested assessment tasks** | 1. Pupils could:  * Create a poster to advertise how the Qu’ran can be used as a source of guidance * Reference the Hadith and explain the relevance today * Include key information relating to how the Qu’ran should be treated   2) Pupils could:   * Explain to pupils that a mosque is being built. Ask them to design a space where the Qu’ran could be placed and why.   3) Pupils could:   * Pupils to create a 3D Ramadan calendar that contains a good deed for each day based on the teachings of Muhammad (pbuh) and relate these to the Hadith (in the style of an Advent calendar with flaps!). Pupils to write an explanation of the calendar and why these deeds are significant.   **It is considered offensive in Islam to draw any representations of Allah and Muhammad (pbuh)** | |
|  | **Assessment outcomes:** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils know that Muslims are monotheistic- they believe that Allah is the only, one true God and that the Prophet Muhammad (pbuh) is the final prophet of Allah * Pupils know and can explain that the Qu’ran is believed, by Muslims, to have been revealed to the Prophet Muhammad (pbuh) * Pupils can retell and explain the significance of the story of ‘The Night of Power’ * Pupils can retell and explain the significance of the story of ‘Muhammad’s (pbuh) Night Journey and Ascension’ * Pupils can explain that the revelations in the Qu’ran are regarded by Muslims as the sacred word of God and how it is treated as a result * Pupils know what the Hadith is and can explain its significance in the past and in society today * Pupils can explain that Muhammad (pbuh) is significant in showing Muslims how to live and why | |
| **Pupils** |  | |
| **Developing/Emerging**   * Pupils understand that Muslims are monotheistic (belief in one God only) * Pupils know that the Qu’ran is the Islamic holy book * Pupils know that Muslims believe that Muhammad (pbuh) is Allah’s final prophet * Pupils can retell and sequence the events of ‘The Night of Power’ using appropriate scaffolds of support * Pupils can retell and sequence the events of ‘Muhammad’s (pbuh) Night Journey and Ascension’ using appropriate scaffolds of support * Pupils know that the Hadith describes words, actions and sayings of the Prophet Muhammad (pbuh) * Explain why rules and guidance are important for people | | **Excelling**   * Pupils can consider and discuss the story of ‘Muhammad’s (pbuh) Night Journey and Ascension’ from different points of view of key figures in the story * Pupils can explain how the Hadith can still be regarded with importance and significance by Muslims today and provide examples * Pupils can explain that Muhammad (pbuh) is significant in showing Muslims how to live today, drawing upon key elements of stories and knowledge to support their viewpoints * Pupils can make comparisons between the importance of holy books and texts within other religions/ worldviews * Pupils are able to reflect upon sources of moral guidance for themselves and others |
| **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](mailto:efpawson@gmail.com)