**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 1**  **Christianity and Judaism** | **Unit Title:** Where do we belong? | |
| **Core concept:** Why is it important to us to belong? How do people show they belong? | |
| **Learning Outcome:**   * Pupils can talk about what is important to them and to other people with respect for feelings * Pupils can describe and explain religious meanings of Christenings, confirmation, Bat and Bar Mitzvah. * Pupils can talk about why church and synagogue are important to Christians and Jewish people. | |
| **Assessment Question:**   * Where do I belong? (Feelings, experiences) * Where do people belong? (Family, local community, group, club, place, country, faith) * What do people do because they belong to a faith or belief community? * How might ideas of family and community be reflected in our own lives? | |
| **Suggested assessment tasks** | At start of unit, children to describe what they belong to and how they know that they belong. How would you feel if you were told you weren’t allowed to be part of this group? Show picture cards showing different people belonging to different groups, etc. How would these people feel if they didn’t belong?  At end of unit, show pictures of religious communities and ask the big question, “How do these people show that they belong?”. Excelling - and how does it make that person behave and why? | |
|  | **Assessment outcomes:** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils can talk about what is important to them and to other people with respect for feelings * Pupils can ask big questions to find out about where other people belong and have a growing sense of enquiry about other faith communities * Pupils can ask questions of local believers about family and community linked to the religions studied * Pupils can discuss and debate the ways different denominations of a faith group celebrate the same religious festival, e.g. celebrations of Easter in high or charismatic churches | |
| **Pupils** |  | |
| **Developing/Emerging**   * Pupils can say that they belong and what they belong to * Pupils can talk about how it feels to belong * Pupils have a growing understanding that some people choose to belong to a religious community * Pupils can talk about **some** of the things that believers do to show that they belong to their religious community | | **Excelling**   * Pupils research the role of inspirational people within the religion and talk about their influence on it * Pupils compare and contrast how people of different faiths show they belong to religious communities, e.g. sharing meals such as Passover, Shabbat or Communion |
| **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)