**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:** Myself - Who are we? |
| **Core concept:** What is important to me, Christians and Jews? |
| **Learning Outcome:** * Ask their own questions about God/deity, special people and special occasions
* Say something about how Christians and Jews talk about a relationship with God
* Recall stories about an inspirational person
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| **Assessment Question:*** Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)
* Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)
* What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)
* How might stories, prayers and songs help us understand more about ourselves and ideas about God?
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| **Suggested assessment tasks** | At the start of the unit, pupils to draw a picture of themselves and label what is special about them. Give the children a photograph of a believer and ask them to label what is special to the believer. At the end of the unit, revisit the task and edit using purple pen, inserting their new knowledge. Excelling - explain what is important to them/ a Christian/ a Jew and why. |
|  | **Assessment outcomes:** |
| This question assesses:* Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating

 (Choose as appropriate)\* | **Secure/Expected*** Pupils can talk about what and who is special to them
* Pupils can talk about who supports/guides them in everyday life
* Pupils have a growing understanding that Christians/Jews believe that God guides them in their lives
* Children have a growing understanding of the role of prayer and its features. They understand that Christians/Jews use prayer to communicate with God
* Pupils have a growing sense of enquiry and can ask questions about things/people that are special to their friends and religious communities
* Pupils understand the role of worship in church and are beginning to understand that this might look different in different types of places of worship
* Pupils have a growing understanding of how a believer’s relationship with God impacts on their daily life, e.g. prayer, quiet time, festivals, visiting places of worship, etc
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| **Pupils** |  |
| **Developing/Emerging** * Pupils have a growing understanding of how they belong and what is special to them
* Pupils talk about values found within their school, home and other local communities, saying why they are important and who they are important to
* Pupils understand that prayer and praise are key features in places of worship but need to develop their understanding of the key features of these practices
 | **Excelling** * Pupils understand the role of worship/praise and how/why this might be different within different denominations of the same religion, e.g. some people prefer hymns, others prefer modern worship songs
* Pupils can talk about why believers find the idea of God guiding them comforting
* Pupils can talk about how Christians/Jews have a relationship with God and can link this to stories from daily life/scripture
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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