**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:** How do we make moral choices? (Beliefs in Action) | |
| **Core concept:** Humanism | |
| **Learning Outcome:**  To understand how and why a Humanist would respond to a moral dilemma | |
| **Assessment Question:**  How does being a Humanist affect the moral choices that people make? | |
| **Suggested assessment tasks** | Provide pupils with a given scenario/concept cartoon. Pupils should apply their learning to explain what decision a Humanist might make and why. Pupils could compare this decision with a decision a person of faith or religious belief may make. Pupils could create a short role play to explore a specific moral dilemma explaining how a Humanist, person of faith or religious belief may act.  <http://understandinghumanism.org.uk/uhtheme/ethics/> | |
|  | **Assessment outcomes:** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils can explain what is meant by Humanism * Pupils can explain the Humanist perspective of rules and explain what Humanists believe about morality * Pupils understand Humanist ideas about the golden rule and can explain its importance * Pupils reflect on the golden rule, where it comes from and how Humanists decide on what is the right thing to do * Pupils understand Humanist beliefs about how to make moral choices * Pupils can explain what practical actions Humanists take to work for justice and equality? * Pupils consider if it is possible to be good without a faith or religious belief | |
| **Pupils** |  | |
| **Developing/Emerging**   * Pupils can explain the fundamental beliefs of Humanism * Pupils can begin to talk about how Humanists live and make moral choices * Pupils can discuss where rules come from and if rules are always helpful * Pupils can begin to talk about what is meant by ‘the golden rule’ | | **Excelling**   * Pupils can reflect on Humanist views, explain how these influence the moral choices that they make and offer their own opinions based upon this * Pupils reflect upon if following the golden rule always results in doing the right thing * Pupils can explain when might it be ok to break rules and if breaking rules makes them pointless |
| **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)