**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 and why do people express their beliefs in different ways? (Symbols and Religious Expression) | |
| **Core concept:** Religious Symbolism | |
| **Learning Outcome:** To understand diversity within Christianity | |
| **Assessment Question:** How do Christians express their beliefs? Do all Christians express their beliefs in the same way? | |
| **Suggested assessment tasks** | * Within groups, design and make a Carroll diagram sorting activity to help explain to younger children the different ways in which Christians express their beliefs (ie- symbols, worship, etc) * Create a concept cartoon to show the beliefs about symbols and artefacts held within Christianity * Design a church building for a new housing estate that would be able to be used by all the local denominations * Design a place to receive Holy Communion table a specific denomination explaining use of each artefact | |
|  | **Assessment outcomes** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils will be able to explain that not all Christian places of worship are the same and say why * Pupils will be able to recall and identify by name different places of Christian worship and identify symbols within them * Pupils will be able to explain the symbolism in communion and why it is important for Christians * Pupils will be able to explain why the cross is the universal symbol of Christianity | |
| **Pupils** |  | |
| **Developing/Emerging**   * Pupils will be able to identify some places of Christian worship with support * Pupils will be able to explain that Christians worship in different ways * Pupils will be able to identify the cross as being a universal symbol for Christianity | | **Excelling**   * Pupils will be able to explain that not all Christian places of worship are the same and say why providing examples * Pupils will be able to explain the spiritual and/or religions significance of a range of symbols found and used in different contexts of Christian worship * Pupils will be able to explain transubstantiation within the Roman Catholic denomination of Christianity * Pupils will be able to explain the different symbolic meaning of the plain cross and the crucifix |
| **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)