**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.

|  |  |
| --- | --- |
| **Key Stage 3** | **Unit Title: Is Britain a Secular Society?** |
| **Core concept:** The relationship between faith and power |
| **Learning Outcome:** Understanding the religious ‘make-up’ of Britain in 21st C. Understand the difference between being spiritual and religious |
| **Assessment Question:** |
| **Suggested assessment tasks** | Essay, test, analysis of recent data and prediction of the 2021 census, debate - Should we teach Humanism in RE?Create a drama based on the hypothetical scenario that the next reigning monarch converts to another religionForm a committee to recommend to the government of the UK on the future of sponsorship of state schools by religious traditions. |
|  | **Assessment outcomes** |
| This question assesses:* Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating

 (Choose as appropriate)\* | **Secure/Expected**Understanding of key terms: secular, atheist, humanist, religious, pluralist, inclusive, “Established Church”Show understanding and empathy for the diversity of religious and non-religious beliefsKnowledge of a variety of ways in which religion influences state institutions |
| **Pupils** |  |
| **Developing/Emerging** An awareness of local and national religious groupsUnderstand the way in which the C of E (CinW) is treated in a special way. | **Excelling** Ability to demonstrate a detailed and multi-layered understanding of the way religion and beliefs interact with society today |
| **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