**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:** What is religion? |
| **Core concept:** |
| **Learning Outcome:**To understand how religion in UK has changed over the last 200 years |
| **Assessment Question:**Is religion still important today? |
| **Suggested assessment tasks** | Statistical analysis and interpretation: national, class surveys |
|  | **Assessment outcomes:** |
| This question assesses:* Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating

 (Choose as appropriate)\* | **Secure/Expected*** Explore what is meant by the terms religion and secular
* The ability to explore the concepts of continuity and change
* Awareness of the different religious beliefs in UK in the past, today
* An understanding of the demographics of UK and world religions
* To show in what ways religious beliefs have shaped traditions and patterns of behaviour
* Questioning whether it is OK to be openly religious at work and school today
* Understand key terms: Faith, belief, religion, religiosity, orthodox, heterodox, spirituality,
 |
| **Pupils** |  |
| **Developing/Emerging**  | **Excelling** * A rich insight into the way religion has shaped, and continues to impact on our society
* Predictions of what religion might look future
* Consideration of the difference between being religious and spiritual
 |
| **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