

Assessment in Religious Education

Throughout the units of study there is an emphasis on learning and the styles of teaching that best engage pupils in high quality learning. Initiatives to improve standards, eg. the 'National Secondary Strategy for School Improvement', and 'Excellence and Enjoyment', increasingly affirm that approaches such as Thinking Skills, Assessment for Learning, effective group work and active engagement strategies which acknowledge and employ a wide range of learning styles are fundamental to developing interested, engaged and independent learners.

Assessment for learning

The most successful learning occurs when learners have ownership of their learning:

- 'Assessment which is explicitly designed to promote learning is the single most powerful tool we have for both raising standards and empowering lifelong learners'
- 'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there' (Assessment reform group, 2002)

Assessment for learning is also termed **formative assessment** and involves pupils and teachers identifying the next steps they need to take to be successful in the task.

Assessment of learning is also known as **summative assessment** and focuses on determining where the pupil is in terms of expected learning.

Summative assessment can have a formative context if it is used to identify the areas of performance that are currently weak and to inform the next steps for improvement.

This is termed the **formative use of summative assessment**.

Improving learning through assessment depends on 5 key factors:

- provision of effective feedback to pupils
- active involvement of pupils in their own learning
- adjusting teaching to take account of the results of assessment
- recognition of the influence assessment has on pupils' self-esteem and motivation
- the need for pupils to be able to assess themselves and understand how to improve

There are certain characteristics of assessment that promote learning:

- it is embedded in thinking and practice as an essential part of teaching and learning
- it involves sharing learning goals with pupils
- it aims to help pupils to know and recognise the standards for which they are aiming
- it involves pupils in self assessment
- it provides feedback which helps pupils recognise the next steps and how to take them
- it is underpinned by a confidence that every pupils can improve
- it involves both the teacher and pupils reviewing and reflecting on assessment data

Effective Assessment for Learning must be planned as a part of the lesson structure. Pupils must understand the aim as well as the process if they are to be purposefully engaged in assessing their own progress. Assessment for Learning is not a process that is simply done *to* pupils, as it necessarily requires their active participation and informed judgements. The key components of self and peer assessment are dependent upon the participants, both teachers and pupils, understanding the criteria for success and being able to identify tangible next steps to high level performance. Assessment for Learning is much more than a series of techniques.

However, it is possible to identify methods of teaching which engender active engagement with the assessment process, which is more likely to result in pupils being able to understand where they are in their learning, where they need to be and what they need to do to get there.

At the core of all assessment for learning activities is the active sharing of learning objectives. These should be discussed, exemplified and revisited as the lesson develops. Alternatively, lesson objectives may be derived from student discussion but they must be available for reference throughout the lesson, for example by being written on the board/flipchart. From these lesson objectives, the **lesson outcomes** are derived. The **criteria for success** explicitly state what pupils should be able to demonstrate in terms of learning by the end of each lesson. These **criteria are essential** if pupils are to take an active part in deciding where they are in their learning, what they need to do to meet the criteria and what their next steps should be.

The list below offers some suggested strategies to further the development of lessons focused on learning. They are grouped under headings for convenience of reference but there are clear areas of overlap. The lists are not nor are they intended to be exhaustive; rather they act as a selection of starting points for lesson planning.

Strategies for improving Assessment for Learning include:

- **a session devoted to clarifying the purposes of assessment** can help pupils to understand their role in improving their work and making effective use of feedback
- **a diagnostic piece of work** used solely for formative purposes can help teachers identify problems early, especially if pupils are clear about the purpose of the assessment and know what criteria will be used to assess their work
- **an exercise to enable pupils to assess a 'typical', anonymous piece of work;** perhaps after they have done a diagnostic assessment or a first 'assignment', applying the criteria used by teachers. The question 'how would you improve this piece of work to achieve the next level?' is a key one for this type of exercise
- **separating the grade from the feedback;** by requiring pupils to read feedback before knowing the grade or being very clear in the lay-out of the feedback which part confirms/justifies the grade (summative) and which part aims to help students improve their work (formative). It is important that any summative comments which

might be interpreted as negative by pupils do not affect adversely their ability to respond to formative feedback about how to improve work

- **identify small steps;** to enable students to see their progress, thus building confidence and self esteem
- **give constructive feedback;** by using such phrases as:
 - 'try to remember to...'
 - 'next time see if you can...'
 - 'one thing I'd like you to do...'
 - 'for your next paragraph/set of data/sum/movement add...'
 - 'you might find it will help if you...'
 - 'which of these two conclusions would you choose and why?'
 - 'finish off the statement below or devise your own...'
 - 'which factor was most important...'
- **provide and analyse model answers;** the teacher as a learner role model helps pupils to see how a good answer is constructed and allows them to suggest improvements without fear of criticism, ridicule or embarrassment
- **produce a display illustrating the standards for which they are aiming;** eg. using completed work and work in progress demonstrate the steps be taken to construct a piece outlining contrasting views on an issue
- **allow thinking time;** before you accept pupils' answers in class discussion. If the average time taken for a question to be answered in UK classrooms is less than one second, then we must be asking lots of simple questions as opposed to more open questions that require thought and test understanding

Activities for self and peer assessment

Pupils cannot conduct self or peer-assessment effectively unless they have access to clear, simple criteria for success. They can be helped by eg:

- use of a **prepared frame** or prompts to self assess a completed topic or module
- use of teacher's criteria to **self assess a piece of work before handing it in**, eg. by writing their feedback comments on a form, grading the work, then passing it to the teacher for assessment
- use of criteria to self assess a piece of work **after** the teacher has marked it but **before** receiving the grade and teacher's comments

When assessment is being used effectively in the classroom, teachers are constantly involved in gathering information about pupils' learning and in encouraging them to review their work critically and constructively. Methods to facilitate this include:

- observing pupils - including listening to how they describe their work and their reasonings
- questioning - using open questions phrased to invite pupils to offer extended answers, explore their ideas and articulate their reasoning
- setting tasks - in ways which require pupils to use particular skills or apply ideas
- asking pupils to communicate their thinking - through eg. drawings, artefacts, actions, role play, concept mapping, writing etc.

- discussing words - how they are being used

There is a close relationship between the delivery of assessment, teaching and learning styles and classroom management.

Inspection evidence into teacher assessment in core subjects has shown that assessment can be used effectively to raise standards when teachers:

- decide how and when to assess pupils' attainment at the same time as they plan the work - **planning objectives generate assessment opportunities**
- are proficient in using a range of assessment techniques in the classroom
- prepare and make use of manageable systems for recording the progress of pupils

It is important that teachers keep evidence of each pupil's performance eg:

- to show how progress has been made over time - 'before and after' - annotated
- something that shows a particular strength, talent or difficulty
- something a pupil's parents, future employer or further education provider might be interested in
- something that exemplifies a pupil's achievement; particular level of attainment or statement - also can be used for standardising purposes

It is important to remember that:

- the teacher's judgement is the key factor in weighing evidence of achievement
- pupils should be involved in selecting pieces of work that they are proud of or have enjoyed
- one piece of work or response to an assessment task is only a 'snapshot' of achievement at that particular time. A portfolio of work over time provides a much sounder evidence base upon which to form a judgement about standards attained

Assessing 'learning from' religion

Learning from religion is:

- relevant to all pupils, regardless of their religious or non-religious background
- closely connected to learning from religion
- about the ideas, concepts and themes in religion(s)
- concerned with the active response of pupils to what they are learning about
- about helping pupils to apply the meaning and significance of religious ideas to their own lives
- about valuing pupils' own ideas and concerns
- about challenging pupils' own ideas and presenting alternative views for consideration
- about developing skills eg. for living in a pluralist society and attitudes eg. empathy
- raising questions from religious teaching that speak to pupils' personal experience
- open-ended, allowing pupils to explore and express ideas
- about enabling pupils to draw their own conclusions
- assessable in terms of the standards of pupils' skills in evaluating and responding

There is a wide variety of teaching and learning methods and experiences that are appropriate to 'learning from' as well as 'about' religion and which can be used as vehicles for assessment. These include:

use of reflection	use of music	writing diaries	debating
use of visits and visitors	creative writing	self-assessment	investigation
distancing techniques	visual stimuli	discussion	games
role play			

In all of these, the effective use of questioning, by pupils as well as of them, is essential to secure learning from religion. Self-assessment and evaluation of personal performance is also an important aspect of assessment of learning from religion.

Not all aspects of learning from religion are assessable or measurable, for example assessment of the personal views, attitudes or emotions of pupils is not possible or appropriate; it is intrusive. However pupils can demonstrate for example, that they are developing skills of responding and evaluating. Progress in this process is described in the 8 level scale of attainment in RE included in the syllabus.

Higher order skills and assessment approaches

- **investigative skills** - set pupils a research task eg. Key Stage 1 pupils might be required to find names, dates and celebrations associated with two different festivals and make cards to go with them; ICT should be used when appropriate eg. when older pupils are set more challenging research tasks
- **interpretive skills** - eg. interpreting a parable or poem on drawing meanings from artefacts and symbolism is a subtle process. Teachers' judgement of examples of pupils' work can identify achievement in ways a test cannot eg. pupils comparing the moral codes of Jews and Buddhists (10 commandments and 5 precepts), could 'interpret' these codes by answering 'problem page' letters from young Jews and Buddhists facing personal and moral dilemmas
- **reflective skills** - touch on pupils' own attitudes and beliefs. Assessing pupils' personal stance is invasive and should not be attempted. Thus for example, after reflecting on a 'candle and barbed wire', pupils could be asked to write poems, meditations or prayers inspired by their own thoughts but these should not be judged or assessed, though pupils could share them if they wish
- **empathy skills** - involve pupils developing their ability to consider the lives and values of other people or to enter into religious perspectives imaginatively eg. after visiting a place of worship, pupils could be asked to write a paragraph for a guide book to the building under the title 'respect for our holy place'. This provides an opportunity to use sensitive and respectful language in empathetic ways
- **evaluative skills** - are developed and enhanced when pupils are given structures to help them evaluate skillfully, referring to different views and using reasons to support their ideas eg. a simple structure to help primary pupils to evaluate issues

might be to write 10 simple comments about prayer, answered and unanswered on cards. Ask pupils to choose the 5 cards that they think make the most important points, explaining for each one in writing or verbally why they think it is important

- **analytical skills** - involve distinguishing between aspects of different religions and between, for example, fact, belief and opinion eg. Key Stage 1 pupils could be given a sheet of religiously mixed pictures and artefacts and asked to circle the Christian objects. Secondary pupils could be given a sheet of quotes from atheists, agnostics and theists and asked to analyse who said what
- **synthesising skills** - involve making connections between disparate pieces of information and knowledge and creating a system to enable understanding. Tasks exploring this skill might ask pupils to eg. 'do a jigsaw' with material they have studied, connecting different aspects of a religion, possibly using a concept map or to make links between religions eg. primary pupils could be asked to make a menu for a meeting of Jews, Muslims and Christians, synthesising what they have learned about diet in three religions. Secondary pupils could design the cover for a new RE syllabus, celebrating all the religions included
- **application skills** - involve applying what has been learned to a new situation eg. if pupils have studied key features of a place of worship they could design a new one for their town. Secondary age pupils, after studying the ethics of Jesus could be asked to give reasons why Christians might support particular charities
- **expressive skills** - involve articulating matters of deep concern; it is imperative that pupils feel secure in responding and know that any personal information expressed will be treated respectfully. Pupils could eg. be stimulated to express their ideas of God, human nature, life's meaning and so on using fiction eg. 'the Whale's Song' could enable older primary pupils to write about their hopes and dream and encourage younger pupils to express their insights into special times and places

The strategy to be used for an assessment needs to be appropriate to the pupils involved as well as to the context of the topic. Decisions need to be made eg. will the assessment involve writing, drawing, speaking and listening, graphics, ICT, a combination of more than one of these etc?

As well as more traditional methods of assessment such as a written test, retelling, question and answer and discussion, a more varied approach could include:

- **field of words** - important words associated with the topic or unit are put in a circle with lots of other words. Pupils must identify the key ones
- **matching pictures to captions** - eg. through word/picture matching, a lotto game or linking a picture or symbol with its name and description
- **brainstorming** - eg. at the end of a topic to assess what has been remembered or at the beginning to identify knowledge pupils already possess
- **sequencing** - use pictures or writing to place events in a story or ritual in the correct order

- **speech bubbles** - pupils suggest what characters in a story or believers during a celebration or ritual might be thinking or saying at a particular point
- **missing items** - omit a key feature from a picture eg. an object from a puja tray. Pupils are asked to add the missing item and possibly explain its significance
- **key words** - a number of key words from a story or celebration are written onto cards. Pupils tell the story, orally or in written form using the key words
- **drama/role play** - this could be verbal or non-verbal eg. ask pupils to create a scene to portray an abstract concept or emotion such as peace or anger
- **review sheet** - pupils can reflect on their learning and identify what they have learned, found interesting or difficult and what they need to do to improve

Examples of assessment tasks

All of these assessments need to be conducted in a non-threatening classroom environment, which gives students a real choice about whether they wish to share their own perspectives and insights with their teacher or other students. Choice and privacy are crucial in exploring the questions and issues raised through these types of assessment tasks. Similar tasks can be used with primary pupils, particularly to explore AT2, 'learning from' religion.

Tasks:

- if Jesus (or eg. Muhammad), was alive today do you think he would join any of the following organisations? Greenpeace, Campaign for Nuclear Disarmament, New Labour, Conservative Party, Church of England, Oxfam (or any appropriate others). Explain the reasons for your answer in a paragraph about each one (or one you have chosen). Refer to sayings and teachings of Jesus/Muhammad that you have studied
- Jesus gave two 'great commandments' to his followers; to 'love God' and to 'love your neighbour as yourself'. If you could give two commandments for people to follow to improve life in your family/school/community/country what would they be? Explain why you think your particular commandments would make a difference
- some religions are 'evangelistic' ie. followers are expected to share their faith with others and convert them to it. Which four things or pieces of 'good news' would you like to share with or teach to the world if you could? Explain why you chose each one
- most religious people believe in some sort of after life or future life beyond death. Describe five things you hope for in life and if you wish, beyond death
- temptation is an experience every human being shares. What do you think can be learned about how to deal with temptation from religions that you have studied?
- Some people go to church only three times in their lives; in a pram, a limousine and a hearse. Are they Christians? Explain your answer in no more than 'x' no. of words
- some religious believers eg. Muslims pray five times a day or more, others hardly at all. In your opinion does prayer make any difference to: the person who prays; the person(s) or situation(s) about which they pray; God
- the Lord's Prayer is used by millions of people every day or week. Develop a prayer or meditation that you would like to use frequently and explain your reasons for including the elements you have chosen in a commentary

- if you could ask God five questions what would they be? Explain why you have chosen these five
- about 400 people control half of the world's wealth and 5 billion share the other half. Is this a good thing? If you would like to change this situation, explain why and what steps you would take. What dangers do you think there are in excessive wealth?
- believers of all faiths talk of 'spiritual experience', by which they mean a sense of God's presence that might come, for example, through prayer, in worship or through a 'miracle'. Suggest two reasons for the apparent increase of 'spiritual experiences' at the present time. What explanations do you accept or can you offer for the spread of this phenomenon?
- what have you learned from arguments for the existence of God? Do you find any of these arguments helpful to your own thinking about the concept of God? Give reasons for your answer
- explain how faith has inspired two people you have studied. What did you learn from each of them that is useful to you? What other sources of inspiration do you think are important? Who or what inspires you - explain how and why
- plan an interview for TV or radio with someone who is a strong believer in God or someone who is a firm atheist. Identify 10 questions you would ask, 5 to get them to explain their views and 5 to challenge or question them. Role-play the interview
- religious believers of most faiths believe life is God-given and sacred. This belief informs thinking and teaching on all moral and ethical issues.
- What do you believe about where life came from and the value of life? Explain your thinking on the issue of (name one eg. abortion, euthanasia, human rights) and identify the ethics or values upon which you base your thinking

Pupil friendly attainment levels reflecting appropriate skills.

AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices	AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience
PRIMARY Level 1	Level 1
I can recognise and name some things to do with religion e.g. when I talked about what happens at Shabbat Observation	I can talk about my feelings and experiences e.g. when I was at a wedding Expressing
I can remember some of the stories and celebrations I have been taught e.g. when I remembered some stories about Jesus Expressing	I can talk about the feelings I have about important symbols e.g. when I talked about how I feel about light and darkness Applying
I can recognise that different people belong to different religions e.g. when I talked about different people's festivals: Hanukkah, Christmas Interpreting	I can think about things that puzzle and interest me e.g. when I thought about what angels might be like Reflecting
I can recognise some simple words like festival or celebration e.g. when I recognised that Christmas is a celebration Applying	I can recognise and describe things that are special to me and other people. e.g. when I talked about the things that are special to my family Empathising
I join in when we talk about things to do with religion e.g. when I talked about a festival like Easter Responding	I can join in when we have times for thinking quietly e.g. when the candle was lit during circle time I thought about one of Jesus' stories Reflecting

In order to move to level 2 pupils need to:

- develop more confidence when exploring and talking about different personal experiences, feelings and ideas
- show greater understanding of the reasons why things have importance
- use a wider range of vocabulary and more detail when describing aspects of religion
- ask their own questions about religious material

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>PRIMARY Level 2</p>	<p>Level 2</p>
<p>I can recognise and describe accurately some things to do with religion e.g. when I drew and wrote about what I knew about Rama and Sita Observation</p>	<p>I can describe different feelings and experiences e.g. when I talked about my newborn baby cousin Expressing</p>
<p>I can talk about the meaning of some religious stories, celebrations or symbols e.g. when I talked about why Hindus use candles and fruit in their Puja Analysing</p>	<p>I can talk about the meaning of an important symbol like water, light or fire e.g. when I talked about why lights are used at Divali Interpreting</p>
<p>I can give examples of ways different people show religion is important to them e.g. when I discussed why people go to church regularly Analysing</p>	<p>I can talk about important puzzling questions and ideas e.g. my brother/sister having learnt about Raksha Badhan Evaluating</p>
<p>I can use some simple words correctly when I talk about religions e.g. when I recognised that Divali, Holi and Easter are festivals Applying</p>	<p>I can describe the feelings I have about things that are important to me e.g. when I wrote about why I would look after my special toys Evaluating</p>
<p>I am beginning to ask my own questions when I find out about religion e.g. when I was asked to think about questions to ask the Hindu visitor Questioning</p>	<p>I can talk about the things in my mind after moments of quiet reflection e.g. when I described how I felt after we were quiet and thought about ‘Who is my neighbour?’ Reflecting</p>

In order to move to level 3 pupils need to:

- recognise and describe different symbols, ideas and experiences
- extend their range of factual information about religions studied
- begin to ask about the significance and meaning of religious beliefs and practices
- link together different aspects of religious belief and practice to see how they connect together
- use more technical language accurately when investigating religions
- show greater independence in asking questions about religious material

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>PRIMARY Level 3</p>	<p>Level 3</p>
<p>I am beginning to explain simply some of the links between different features of a religion e.g. when I explained the connection between the festival of Easter and the story of Jesus Applying</p>	<p>I can discuss my own and other people’s ideas about things which we value e.g. when I wrote about different ideas about why people visit special places Evaluating</p>
<p>I can describe some of the beliefs and teachings of a religion I have studied e.g. when I described how Muslims think about God Analysing</p>	<p>I can describe what the word ‘symbol’ means and give examples e.g. when I talked about how water is used as a symbol of baptism Applying</p>
<p>I can describe some of the ways in which people show that religion is important e.g. when I described why going to the synagogue is important to Jews Analysing</p>	<p>I can recognise religious questions and talk about different people’s ideas about these questions e.g. when I discussed the different ideas our class had about God Empathising</p>
<p>I can define some of the key words we use when I study religion e.g. ‘prayer’ and ‘worship’ Interpreting</p>	<p>I can describe how special times, places, or experiences are important or sacred to some people e.g. when I was asked to describe why the Hajj is special for a Muslim Empathising</p>
<p>I can ask a range of good questions when I study religion e.g. when I listed five questions to ask a Muslim visitor Questioning</p>	<p>I can describe different ways in which people reflect at special times or in special places e.g. when I wrote about some different places people go to be peaceful Reflecting</p>

In order to move to level 4 pupils need to:

- explain symbols, ideas and experiences in more detail
- recognise and explain different viewpoints about a range of ideas
- develop greater religious vocabulary and accuracy of the factual information in each religion studied
- develop the skills of interpreting and speculating about religious material
- form a coherent understanding of each religion and of religion in general
- work more independently when investigating religious material
- develop their own ideas about the ways of investigating religious material
- make connections between religious beliefs and practice; ideas and feelings/experiences
- describe similarities and differences both within and between religions

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>PRIMARY Level 4</p>	<p>Level 4</p>
<p>I can give an accurate and detailed account of important features, beliefs and teachings of a religion I have studied e.g. when I wrote up my research following my visit to a church and included a wide range of accurate information Expressing</p>	<p>I can explain different people’s ideas about the things they value in life OR their ‘vision of life’ e.g. when I explained why some Christians work for a charity Interpreting</p>
<p>I can explain some of the ways in which religion can influence a person’s life e.g. when I identified and explained the significance of the 5Ks for a Sikh Applying</p>	<p>I can describe a range of different meanings of important symbols e.g. when I described how the symbol of ‘journey’ can have different meanings Evaluating</p>
<p>I can give a clear account of the main beliefs and teachings of a religion I have studied. E.g. when I described what Sikhs believe about the nature of God. Researching</p>	<p>I can identify religious or ultimate questions and describe how different people have responded to these questions e.g. when I described different people Analysing</p>
<p>I can explain the meaning of a range of terms used when studying religion e.g. when I explained the meaning of terms like commitment, authority, sacred Interpreting</p>	<p>I can explain why different people think some things are special or sacred e.g. when I explained why Sikhs describe their holy book as a Living Teacher Interpreting</p>
<p>I can suggest and use a range of good questions when I study religions e.g. when I selected and used a range of questions to organise my independent research into a Jewish synagogue Questioning</p>	<p>I can explain why many people think it is important to reflect and how they use different things to help them e.g. when I explained how creating a special space can help people when they want to reflect and why this is important to them Reflecting</p>

In order to move to level 5 pupils need to:

- offer thoughtful personal responses to a range of aspects of human experience and symbolism
- compare and contrast different viewpoints and ideas
- explain the meaning and significance of different beliefs and practices showing an understanding of how they connect together
- explain ways in which religious commitment affects daily life in more detail
- apply their knowledge by explaining how and why faith informs the attitudes and values of believers e.g. to moral and ethical issues
- develop their own lines of enquiry into religious material
- begin to explain the reasons for the similarities and differences within and between religions

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>PRIMARY Level 5</p>	<p>Level 5</p>
<p>I can give a clear account of a wide range of different features of a religion e.g. when I produced a guide to the main features of Sikh worship.</p> <p>Expressing and Interpreting</p>	<p>I can explain and offer thoughtful comments about the vision of life or the beliefs of a person or community e.g. when I explained and offered my own ideas about the vision of life that Mother Teresa had.</p> <p>Interpreting and Reflecting</p>
<p>I can explain some of the central beliefs and teachings of a religion. E.g. when I explained some of the Christian beliefs, interpretations and meanings within the Bible.</p> <p>Expressing and Questioning</p>	<p>I can explain a range of symbols that are used to express important ideas e.g. when I explained a range of different artists' interpretations of the life of Jesus</p> <p>Applying and Interpreting</p>
<p>I can give a clear account of an example of a way in which religion has influenced the life of an individual or community. E.g. when I explained how the teachings of the Guru Granth Sahib have influenced the daily life of a Sikh.</p> <p>Investigating and Evaluating</p>	<p>I can compare and contrast the way some different religions have responded to religious or ultimate questions. E.g. when I explained the differences and similarities between Sikh and Christian beliefs about life after death.</p> <p>Analysing and Interpreting</p>
<p>I can explain and use a wide range of terms when studying religions e.g. I have developed my own list of religious terms & use this in my writing</p> <p>Expressing and Applying</p>	<p>I can identify a range of sacred things, ideas or places and explain why they are held to be sacred. E.g. when I identified important places believed to be sacred to Muslims, and was able to explain why.</p> <p>Empathising and Reflecting</p>
<p>I can explain and compare different ways in which people, religious and non-religious, create opportunities to reflect on life. E.g. When I compared Christian and Muslim prayer and discussed whether non-religious people create time to reflect on life.</p> <p>Responding and Evaluating</p>	<p>I can ask probing questions and explain my views when investigating an aspect of religion. E.g. Is the Bible a true account of the life of Jesus?</p> <p>Questioning and Investigating</p>

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>SECONDARY Level 3</p>	<p>Level 3</p>
<p>I am beginning to explain simply some of the links between different features of a religion e.g. when I explained the connection between the festival of Easter and the story of Jesus Applying</p>	<p>I can discuss my own and other people’s ideas about things which we value e.g. when I wrote about different ideas about why it is important to look after the world Evaluating</p>
<p>I can describe some of the beliefs and teachings of a religion I have studied e.g. when I described how Sikhs think about God Analysing</p>	<p>I can describe what the word ‘symbol’ means and give examples e.g. when I talked about how water is used as a symbol of baptism Applying</p>
<p>I can describe some of the ways in which people show that religion is important e.g. when I described why going to church is important to Christians Analysing</p>	<p>I can recognise religious questions and talk about different people’s ideas about these questions e.g. when I discussed the different ideas our class had about God Empathising</p>
<p>I can define some of the key words we use when I study religion e.g. when I was able to talk about the words ‘prayer’ and ‘worship’ Interpreting</p>	<p>I can describe how special times, places, or experiences are important or sacred to some people e.g. when I was asked to describe what is special about going to church for Christians Empathising</p>
<p>I can ask a range of good questions when I study religion e.g. when I listed five questions to ask a Christian about the Bible Questioning</p>	<p>I can describe different ways in which people reflect at special times or in special places e.g. when I wrote about some different places people go to be peaceful Reflecting</p>

In order to move to level 4 pupils need to:

- explain symbols, ideas and experiences in more detail
- recognise and explain different viewpoints about a range of ideas
- develop greater religious vocabulary and accuracy of the factual information in each religion studied
- develop the skills of interpreting and speculating about religious material
- form a coherent understanding of each religion and of religion in general
- work more independently when investigating religious material
- develop their own ideas about the ways of investigating religious material
- make connections between religious beliefs and practice; ideas and feelings/experiences
- describe similarities and differences both within and between religions

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>SECONDARY Level 4</p>	<p>Level 4</p>
<p>I can give an accurate and detailed account of important features, beliefs and teachings of a religion I have studied e.g. when I wrote up my research following my visit to a church and included a wide range of accurate information Researching</p>	<p>I can explain different people’s ideas about the things they value in life OR their ‘vision of life’ e.g. when I explained Sikh ideas about what is important in life Interpreting</p>
<p>I can explain some of the ways in which religion can influence a person’s life e.g. when I identified and explained when I identified and explained the significance of the 5Ks for a Sikh Applying</p>	<p>I can describe a range of different meanings of important symbols e.g. when I described how the symbol of ‘journey’ can have different meanings Evaluating</p>
<p>I can describe simple similarities and differences both within and between religions e.g. when I compared Sikhism and Christianity (both believe in 1 God) but Buddhism has no God Analysing</p>	<p>I can identify religious or ultimate questions and describe how different people have responded to these questions e.g. when I described different people’s ideas about life after death Analysing</p>
<p>I can explain the meaning of a range of terms used when studying religion e.g. when I explained the meaning of terms like authority, denomination, sacred Interpreting</p>	<p>I can explain why different people think some things are special or sacred e.g. when I explained why some people might describe the earth as sacred Interpreting</p>
<p>I can suggest and use a range of good questions when I study religions e.g. when I selected and used a range of questions to organise my independent research into different styles of church worship Enquiring</p>	<p>I can explain why many people think it is important to reflect and how they use different things to help them e.g. when I explained how creating a special space can help people when they want to reflect and why this is important to them Reflecting</p>

In order to move to level 5 pupils need to:

- offer thoughtful personal responses to a range of aspects of human experience and symbolism
- compare and contrast different viewpoints and ideas
- explain the meaning and significance of different beliefs and practices showing an understanding of how they connect together
- explain ways in which religious commitment affects daily life in more detail
- apply their knowledge by explaining how and why faith informs the attitudes and values of believers e.g. to moral and ethical issues
- develop their own lines of enquiry into religious material
- begin to explain the reasons for the similarities and differences within and between religions

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>SECONDARY Level 5</p>	<p>Level 5</p>
<p>I can give a clear account of a wide range of different features and can explain the key beliefs and teachings of a religion e.g. when I explained some of the Christian beliefs, interpretations and meanings within the Easter stories Expressing and Interpreting</p>	<p>I can explain and offer thoughtful comments about the vision of life or the beliefs of a person or community e.g. when I explained and offered my own ideas about Martin Luther King’s vision of life. Interpreting and Reflecting</p>
<p>I can give a clear account of an example of a way in which religion has influenced the life of an individual or community on moral and ultimate questions e.g. when I explained how beliefs about life after death would affect the life of a Buddhist and Christian Expressing and Questioning</p>	<p>I can explain a range of symbols that are used to express important ideas e.g. when I explained a range of different artists’ interpretations of the Creation or images used in poetry to describe death Applying and Interpreting</p>
<p>I can give some reasons to explain the similarities and differences within and between religions e.g. when I explained why Buddhists believe in reincarnation and Christians don’t Investigating and Evaluating</p>	<p>I can identify a range of sacred things or ideas and explain why they are held to be sacred e.g. when I identified important places held as sacred and explained why Analysing and Interpreting</p>
<p>I can explain and use a wide range of terms when studying religions e.g. I generally understand and use a wide range of terms accurately when I write about religion Expressing and Applying</p>	<p>I can explain and compare different ways in which people, religious and non-religious create opportunities to reflect on life e.g. when I compared Christian prayer with Buddhist meditation and discussed whether people who are not religious still create opportunities to reflect on life Empathising and Reflecting</p>
<p>I can ask probing questions and justify my choices when investigating independently an aspect of religion e.g. when we discussed the issue of whether Jesus was an historical figure Questioning and Investigating</p>	<p>I can give my opinion on a religious issue and give some reasons for this. e.g. When I looked at whether people should get married or live together. Responding and Evaluating</p>

In order to move to level 6 pupils need to:

- use a wide range of examples to illustrate different concepts, ideas and viewpoints
- use more evidence to support their ideas and arguments
- use and evaluate a range of sources when investigating religious material
- apply their knowledge and understanding through identifying connections between faith and actions, belief and behaviour
- show greater maturity and independence in thinking about religious issues
- describe differences within a religion when responding to ethical and ultimate questions
- begin to use philosophical language

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>SECONDARY Level 6</p>	<p>Level 6</p>
<p>I can give an explanation of a range of ways in which the key beliefs of a religion are expressed in practice e.g. when I explained how the Muslim pilgrimage relates to the important Islamic beliefs about God, equality and forgiveness OR when I explained how Christian beliefs are expressed through different styles of worship Investigating and Interpreting</p>	<p>I can write an extended explanation of, and offer my own reflections on, the beliefs or vision of life of an individual or community I have studied e.g. when I explained the teachings of the Buddha in my own words and offered my own views about the value of his teaching for people today Reflecting and Empathising</p>
<p>I can explain, using religious teachings, the way in which being committed to a religious way of life has influenced the life of an individual or community e.g. when I explained how a person’s religious beliefs influences his or her attitudes to the environment Analysing and Evaluating</p>	<p>I can explain why religions use symbolism to express their ideas and I can illustrate this with examples e.g. when I explained 5 of the metaphors used by Christians to describe God Interpreting and Applying</p>
<p>I can describe a range of views held by individuals within 1 religion on an ethical or ultimate question e.g. I can recognise that some Hindus are vegetarian but some will eat white meat Expressing and Questioning</p>	<p>I can define the term ‘sacred’ and explain how it applies to a range of different examples e.g. when I offered a clear definition and explanation of the word ‘sacred’ and related it to how worshippers treat icons, murtis and Buddhist rupas Analysing and Applying</p>
<p>I can offer a clear explanation of the word ‘religion’ and offer evidence to support my definition e.g. when I explained my ideas about whether football was a modern religion Evaluating and Synthesising</p>	<p>I can explain why experiences of stillness and reflection are important, giving examples e.g. when I wrote about the reasons why some people choose to spend their time in prayer or meditation Reflecting and Empathising</p>
<p>I can explain, using some philosophical language, arguments for and against the existence of God e.g. the design argument, free will, causation, atheist, agnostic Researching and Applying</p>	<p>I can explain clearly and justify using evidence my view on a religious issue e.g. when I wrote about why I think God does or doesn’t exist Responding and Evaluating</p>

In order to move to level 7 pupils need to:

- evaluate ideas using evidence to support their views
- use a wide range of information accurately and selectively
- show a deeper understanding of different interpretations of ideas and practices
- offer more independent conclusions about religious issues
- produce sustained and extended written work across a range of areas
- become aware of the impact of culture and history on the development and practice of a religion
- widen their use and understanding of philosophical language

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>SECONDARY Level 7</p>	<p>Level 7</p>
<p>I can explain clearly how there are a range of views held within a religion on ethical issues e.g. the issues surrounding women’s dress in Islam OR different views on contraception in Christianity</p> <p>Investigating and Applying</p>	<p>I can offer an evaluation of the beliefs or vision of life of a person or community we have studied using supporting evidence e.g. when I was able to explain why I thought the beliefs and teachings of Martin Luther King might still be relevant today</p> <p>Responding and Analysing</p>
<p>I can link together some of the different beliefs and teachings of a religion giving examples of how ideas connect to one another e.g. when I explained the connection between the Christian belief about ‘the Fall’ with the beliefs about the death and resurrection of Christ (up from L6)</p> <p>Interpreting and Applying</p>	<p>I can consider the importance of using symbolism in religion and give examples to illustrate my explanation e.g. when I wrote a piece on the biblical creation accounts in Genesis Chs 1 – 3 and considered whether it mattered if they were not literally true</p> <p>Evaluating and Applying</p>
<p>I can explain different ideas about the meaning of the word ‘religion’ and include evidence to support my explanation e.g. when I explained how different people might have different views about the importance of being religious</p> <p>Evaluating and Synthesising</p>	<p>I can consider the strengths and weaknesses of an opinion not my own on an ethical or ultimate question e.g. when I considered whether believing in a life after death made people live their lives differently now</p> <p>Questioning and Evaluating</p>
<p>I am aware of the impact of culture and history on the development and practice of a religion e.g. knowing about the status of women in 1st century CE when considering the issue of women vicars in Christianity OR how Hindus have adapted their religious practices and customs in Britain compared to India</p> <p>Questioning and Interpreting</p>	<p>I can link together a wide range of different ideas about the ‘sacred’ giving examples to illustrate these ideas e.g. when I explained how religious and non religious people might understand the ideas of ‘sacred’ in different ways</p> <p>Investigating and Synthesising</p>
<p>I can explain clearly and in detail, using philosophical language, arguments for and against the existence of God e.g. dualism, religious experiences, ontological, analogy</p> <p>Questioning and Applying</p>	<p>I can offer my own views about whether stillness and reflection are important in life and give evidence to support my opinion e.g. when I wrote about whether meditating was a waste of time in the modern world</p> <p>Empathising and Reflecting</p>

In order to move to level 8 pupils need to:

- consistently demonstrate the ability to evaluate ideas, evidence and argument across a wide range of different areas of study
- confidently link together the different beliefs, teachings and practices of a religion
- Understand the complex interaction of religion and society on each other
- Deepen their understanding of philosophical concepts and issues
- Be able to respond and reflect on issues affecting religion and faith found in current affairs and the media

<p>AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices</p>	<p>AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience</p>
<p>SECONDARY Level 8</p>	<p>Level 8</p>
<p>I can clearly explain the ways in which members of a religion often interpret their beliefs in different ways and give examples to illustrate my explanation e.g. when I explained how different Christians have different views about the Resurrection or Creation Researching and Analysing</p>	<p>I can consider the strengths and weaknesses of a range of opinions not my own e.g. when I wrote an essay discussing different views about the question of the existence of God Analysing and Empathising</p>
<p>I can confidently link together the different beliefs, teachings and practices of a religion, giving examples e.g. the complex reaction of Roman Catholics around the world to the issue of AIDS and the use of condoms Interpreting and Applying</p>	<p>I can evaluate a range of views about a religious issue and give evidence to support my argument e.g. when I discussed whether I thought religion might survive in the 21st Century Synthesising and Evaluating</p>
<p>I can explain clearly what is meant by the idea of ‘religious commitment’ and appreciate that it is an ‘umbrella term’ e.g. nominal commitment - fanaticism fundamentalism – liberal Expressing and Applying</p>	<p>I can respond to a story in the news / current affairs and analyse its impact on a religious community and wider society e.g. I can discuss whether 9/11 is a true reflection of Islam and suggest ways that 9/11 has affected life in Britain Responding and Analysing</p>
<p>I have some awareness of the complex interaction between religion and society/culture on each other e.g. reasons for the rise of Osama bin Laden and al-Qaeda and their impact on societies around the world OR reasons for the rise of Christian fundamentalism in America and its impact on politics or the film/TV industry Questioning and Evaluating</p>	<p>I can reflect on issues that I find personally challenging / uncomfortable in a mature, objective and constructive way e.g. working on a problem solving activity about whether ‘gay marriage;’ should be allowed in Kent, I can put aside my personal bias, my religious beliefs and consider the matter objectively Analysing and Reflecting</p>

In order to move to EP pupils need to:

- consistently demonstrate the ability to evaluate ideas, evidence and argument in depth across a wide range of different areas of study
- confidently make connections within and across religions over beliefs, practices, responses to ethical issues
- Understand the complex interaction of religion and society on each other
- Deepen their understanding of philosophical concepts and issues
- Exhibit independent thinking
- Enjoy the challenge of unpacking the complexity of a 'living' religion
- Actively respond, apply and reflect on religious insights and responses to news and media stories, films TV programmes etc
- Expect all the above applied to religious and non-religious value systems not studied/less studied at KS3