

## Assessment

Religious education equips pupils with the skills to understand and explain the human values which are shared between religious and other worldviews and makes a significant contribution to pupils' spiritual and moral development. Hillingdon Agreed Syllabus acknowledges that some aspects of RE are easier to assess than others. With this in mind, teachers are not expected to make judgements about pupil's moral development or spiritual insight. Nonetheless, as with other subjects, assessment can be used to help pupils to make progress in RE.

In Hillingdon we wish to empower our teachers to use their professional skills and judgement in the task of assessment for Religious Education. Assessment is complex, and there is no one method or approach that can be applied to all contexts. This guidance brings together a range of current best practice to support schools in developing their assessment of RE. The Hillingdon Agreed Syllabus for RE is broadly in line with the national non-statutory framework provided by the Religious Education Council of England and Wales (2013). (Add Appendix)

Good assessment requires continual dialogue and revision. Schools are strongly advised to provide opportunities for all teachers of RE to collaborate, making use of exemplification materials and to moderate pupils' work.

Assessment is divided into the following three categories.

Aim A: Know and Understand

Aim B: Express and Communicate

Aim C: Gain and deploy skills

The key issues when assessing a piece of student's work are:

1. Does the pupil directly address the question asked?
2. Does the pupil's work reflect the objective(s) being taught?
3. Does the pupil give good and sound detail and explanation?
4. Does the pupil show good use of relevant terminology and a comprehensive coverage of the material?

**Appendix\*** The Religious Education Council of England and Wales (2013) A Curriculum Framework for Religious Education in England 13-

## **RE in the Early Years Foundation Stage**

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.

In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

### **Communication and language:**

- children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

### **Personal, social and emotional development:**

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

### **Understanding the world**

- children talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

### **Expressive arts and design**

- children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.

### **Literacy**

- children are given access to a wide range of books, poems and other written materials to ignite their interest.

### **Mathematics**

- children recognise, create and describe some patterns, sorting and ordering objects simply.

These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE 2013).

| <b>Requirements</b><br>Note: as this is not a statutory document, these are not legal requirements as in the national curriculum   | <b>Examples and notes</b><br>Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column   |
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| A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.                        | <ul style="list-style-type: none"> <li>• Pupils enact stories and celebrations from Easter, Divali or Id ul Fitr, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals</li> <li>• Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God</li> <li>• Linking to English and computing, pupils recount a visit to a local church using digital photographs and find out about the meanings of symbols for God that they saw there.</li> </ul>   |
| A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. | <ul style="list-style-type: none"> <li>• Pupils choose their favourite ‘wise sayings’ from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them</li> <li>• Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories</li> <li>• Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters in the stories showed, and recognising the religions from which the stories come</li> <li>• Pupils ask and answer ‘who’, ‘where’, ‘how’ and ‘why’ questions about religious stories and stories from non-religious worldviews.</li> </ul> |
| A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.  | <ul style="list-style-type: none"> <li>• Pupils choose to find out about the symbols of two different religious traditions, looking for similarities between the ways they use common symbols such as light, water, trees or rock</li> <li>• Pupils discover how and why Muslims wash, bow and pray in a daily pattern, noticing similarities to another religion or worldview</li> <li>• Pupils select examples of religious artefacts from Christianity or Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and worship</li> <li>• Pupils hear three moral stories, for example from Christians, Hindus and humanists, and think about whether they are saying the same things about how people should behave.</li> </ul>                                  |
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| <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> | <ul style="list-style-type: none"> <li>• Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest festivals, and in generosity to those in need), responding to questions about being generous</li> <li>• Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all</li> <li>• Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness.</li> </ul> |
| <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>   | <ul style="list-style-type: none"> <li>• Pupils learn about the daily life of a Muslim or Jewish child (eg from a teacher’s use of persona dolls), and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities.</li> <li>• Pupils make a list of the ways they show how they belong as wellPupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?</li> <li>• Pupils watch a short film about the Hindu creation story and talk about different stages of the cycle of life.</li> </ul>     |
| <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>   | <ul style="list-style-type: none"> <li>• Pupils use a set of photos or religious items they have encountered in key stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion</li> <li>• Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or worldviews about which they have learned.</li> </ul>  |

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