



Religious Education Assessment



Two Rivers RE Assessment Overview

Level	Sensory Level Descriptors
1(i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted.
1(ii)	Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, becoming still in response to silence. They may give intermittent reactions, for example, vocalising occasionally during group celebrations and acts of worship.
2(i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, briefly looking around in unfamiliar natural and man-made environments. They begin to show interest in people, events and objects, for example, leaning towards the source of a light, sound or scent. They accept and engage in coactive exploration, for example, touching a range of religious artefacts and found objects in partnership with a member of staff.
2(ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing that they have enjoyed an experience or interaction. They recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, repeating a simple action with an artefact. They cooperate with shared exploration and supported participation, for example, performing gestures during ritual exchanges with another person performing gestures.
3(i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, prompting a visitor to prolong an interaction. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, stroking or shaking artefacts or found objects. They observe the results of their own actions with interest, for example, when vocalising in a quiet place. They remember learned responses over more extended periods, for example, following a familiar ritual and responding appropriately.
3(ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting an adult to sing or play a favourite song. They can remember learned responses over increasing periods of time and may anticipate known events, for example, celebrating the achievements of their peers in assembly. They may respond to options and choices with actions or gestures, for example, choosing to participate in activities. They actively explore objects and events for more extended periods, for example, contemplating the flickering of a candle flame. They apply potential solutions systematically to problems, for example, passing an artefact to a peer in order to prompt participation in a group activity.



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Level	Curriculum Assessment Statements
4	<ul style="list-style-type: none">• Joins in with different religious activities• Listens to a range of religious stories• Explores a range of religious activities
5	<ul style="list-style-type: none">• Shows curiosity in a range of religious activities• Responds to a simple question about a religious event/experience• Responds to a range of religious stories
6	<ul style="list-style-type: none">• Identifies and explores some of the features of a religious celebration or festival• Talks about celebrations of special occasions in their own lives• Identifies and explores some of the features of religious practices
7	<ul style="list-style-type: none">• Hears and uses some basic religious vocabulary• Learns about key members of a religious group• Recognises a place which is important for religious people
8	<ul style="list-style-type: none">• Recognises some religious symbols• Able to recall a religious story• Identifies some religious objects and places
9	<ul style="list-style-type: none">• Describes a key idea from a religious story• Identifies some basic religious beliefs• Able to show respect to others' beliefs
10	<ul style="list-style-type: none">• Describes some basic religious beliefs and teachings• Uses religious vocabulary appropriately• Explores the meaning of some religious symbols



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11	<ul style="list-style-type: none">• Recognises and describes religious objects/places/people/practices• Describes what is important in their own lives and links this to learning in RE• Begins to express their own values and beliefs
12	<ul style="list-style-type: none">• Begins to identify some differences between different religions• Suggests meanings for some religious actions and symbols• Recognises the values and beliefs of others
13	<ul style="list-style-type: none">• Describes some key features of religions (beliefs, ideas and teachings) using religious vocabulary• Knows the function of objects/places/people within religious practices and lifestyles• Recognises how moral values and religious beliefs can influence behaviour
14	<ul style="list-style-type: none">• Makes links between religions and identifies some basic similarities and differences• Explores questions which have no universally agreed answers• Begins to identify the impact religion has on believers' lives
15	<ul style="list-style-type: none">• Using a wide range of religious vocabulary, explains the similarities and differences in beliefs and teachings between religions• Explains the link between beliefs, ideas, practices and behaviour• Explains how religious ideas and beliefs can be expressed in a variety of forms
16	<ul style="list-style-type: none">• Gives a clear account of what it means to belong to a particular faith• Asks questions about matters of right and wrong and suggests answers which show understanding of moral and religious teachings• Responds to the views of others on a range of contemporary moral issues giving well-argued reasons for supporting one view rather than another
17	<ul style="list-style-type: none">• Relates religious beliefs, teachings, practices and lifestyles to their historic and cultural contexts and to their relevance today• Links the meanings of texts, language and symbolism to the key beliefs of religions• Explains and compares religious, non-religious and their own views about human identity and experience, with supporting arguments and evidence
18	<ul style="list-style-type: none">• Evaluates the effects of applying religious and moral values to the lives of individuals and societies• Gives an informed and well-argued account of their own and others' values and commitments, referring to moral principles and religious teachings• Critically analyses different interpretations of religious texts