

## Assessment and End of Key Stage Statements

End of Key Stage statements are adapted from the *RE Curriculum Framework 2013*. These have been formatted to indicate clearly the progression of skills (**emboldened and underlined**) and main areas of *content* (**emboldened in italics**). In this table the statements are organised on to a single page for each key stage.

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS1</b>	<p><b>Beliefs and authority</b>  <u>Retell and suggest meanings</u> for some religious and moral stories, exploring and discussing <i>sacred writings and traditions</i> and recognising the traditions from which they come.</p> <p><b>Worship and Spirituality</b>  <u>Recall and name</u> different beliefs and practices, including <i>festivals, worship, rituals and ways of life</i>, in order to find out about the meanings behind them.  <u>Recognise</u> some different ways that people <i>express beliefs and values, appreciating some similarities</i> between communities.</p>	<p><b>The Nature of Religion and Belief</b>  <u>Notice and respond sensitively</u> to some <i>similarities between different religions and other world views</i> in their approach to questions of beliefs and meaning.</p> <p><b>Ultimate Questions</b>  <u>Explore questions about belonging, meaning and truth</u> so that they can <u>express their own ideas</u> and opinions in response using words, music, art or poetry.</p>	<p><b>Moral decisions</b>  <u>Find out about questions of right and wrong</u> and <u>begin to express their ideas</u> and opinions in response.</p> <p><b>Identity and Diversity</b>  <u>Find out about and respond</u> with ideas and <i>examples of co-operation</i> between people who are different.</p>

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<h1>KS2</h1>	<p><b>Beliefs and authority</b>  <u>Describe and understand</u> links between stories and other aspects of the communities they are investigating, <u>responding thoughtfully</u> to a range of <i>sources and traditions</i> and to <i>beliefs and teachings</i> that arise from them in different communities.</p> <p><b>Worship and Spirituality</b>  <u>Describe and make connections</u> between different features of the religions and other world views they study, discovering more about <i>celebrations, worship, pilgrimages and the rituals</i> which mark important points in life, in order to <u>reflect on their significance</u>. <u>Explore and describe</u> a range of <i>worship and expressions of spirituality</i> so that they can understand different ways of expressing meaning.</p>	<p><b>The Nature of Religion and Belief</b>  <u>Observe and understand</u> varied <i>examples of religions and other world views</i> so that they can <u>explain, with reasons</u>, their meanings and significance.</p> <p><b>Ultimate Questions</b>  <u>Discuss and present thoughtfully</u> their own and others' views on <i>challenging questions about belonging, meaning, purpose and truth</i>, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p><b>Moral decisions</b>  <u>Discuss and apply</u> how <i>beliefs and values may affect choices</i>, ideas about <i>what is right and wrong and what is just and fair</i>, <u>reflecting on their own answers</u> to these questions.</p> <p><b>Identity and Diversity</b>  <u>Consider and apply ideas</u> about ways in which <i>diverse communities can live together</i> for the well-being of all, <u>responding thoughtfully</u> to ideas about community, values and respect.</p>

## Working towards End of Key Stage 1: Progress Ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Year 1. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	<b>Lower KS1:</b> Pupils <b>working towards</b> KS1 expectations will:	<b>Upper KS1:</b> Pupils <b>securely achieving</b> KS1 expectations will:
<b>A. Investigate the beliefs and practices of religions and other world views</b>	Recall and talk about Talk about Notice	Recall and name Retell and suggest meanings for Recognise similarities and differences
<i>Summarised as...</i>	<b>Recall, name and talk about</b>	<b>Retell, recognise and find meanings</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Respond to questions Talk about Notice details	Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively
<i>Summarised as...</i>	<b>Ask and explore</b>	<b>Explore and respond sensitively</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Find out about Talk about ideas	Observe and recount Find out about and respond Find out and begin to express ideas
<i>Summarised as...</i>	<b>Explore and find out</b>	<b>Begin to express ideas and opinions</b>

## Working towards End of Key Stage 2: Progress Ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in each year group at KS2. This may be helpful in assessing progress each year. Each sentence stem needs to be applied to a particular task or knowledge content.

	Lower KS2: Pupils <b>working towards</b> KS2 expectations will:		Upper KS2: Pupils <b>securely achieving</b> KS2 expectations will:	
<b>A. Investigate the beliefs and practices of religions and other world views</b>	<b>Y3 pupils should:</b> Recognise Retell and make links Observe similarities and differences	<b>Y4 Pupils should:</b> Describe and make links Describe and show understanding Explore and describe similarities and differences	<b>Year 5 Pupils Should:</b> Identify and make connections Reflect on and find meanings Explain and understand similarities and differences	<b>Year 6 Pupils should:</b> Compare and contrast Give a considered response
<i>Summarised as...</i>	<b>Describe, discover and respond thoughtfully</b>		<b>Reflect and make connections between different ideas</b>	
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	<b>Y3 pupils should:</b> Observe Express own ideas Observe and respond thoughtfully	<b>Y4 Pupils should:</b> Explain and give reasons Present ideas Reflect and give examples	<b>Year 5 Pupils Should:</b> Identify and explain Apply and explain ideas Reflect and suggest reasons	<b>Year 6 Pupils should:</b> Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	<b>Observe and suggest reasons</b>		<b>Consider, compare and contrast</b>	
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	<b>Y3 pupils should:</b> Discover more and express ideas Discover and respond Express ideas	<b>Y4 Pupils should:</b> Explain and give reasons Discover and explain ideas Express ideas and opinions	<b>Year 5 Pupils Should:</b> Identify and explain Investigate and apply ideas Discuss and give examples	<b>Year 6 Pupils should:</b> Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	<b>Suggest reasons and respond thoughtfully</b>		<b>Offer ideas and clear responses</b>	

<i>Achievement related to EKSS</i>	<b>A. Investigate the beliefs and practices of religions and other world views</b>	<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>
Securely achieving KS2 expectations (Y6)	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses
Partially achieving KS2 expectations(Y4)	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
Securely achieving KS1 expectations (Y2)	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
Partially achieving KS1 expectations (Y1)	Recall, name and talk about	Ask and explore	Explore and find out