



End of Year Expectations within Primary RE *(Revised July 2016)*

The following document is the result of much discussion and input from our Diocesan Primary RE assessment working group.

The group was tasked with analysing the current *Levels of Attainment in Religious Education* and devising strategies and initiatives for schools to use in order for them to utilise and communicate the language of the levels more effectively.

We were mindful that any adaptation of the language of the levels still honoured and respected the request from the Bishops' Conference of England and Wales that Religious Education levels within our schools will remain for the foreseeable future.

That said, we were keen to produce guidance which complimented and mirrored some of the approaches now taken within our schools with regards to other curriculum areas. The overarching aim was to facilitate a more unified approach and offset the possibility of Religious Education becoming too detached from other subject areas in terms of assessment, planning and delivery within the classroom.

With this in mind, we were able to use the language of the levels within the *Levels of Attainment in Religious Education in Catholic Schools and Colleges* document in tandem with certain assessment criteria and phraseology to produce a set of statements which should serve to assist teachers in their teaching of RE whilst also adhering to the requisite Level of Attainment and expected rate of progression within and between each year group.

It is our belief that the statements will serve to guide and inform both teachers and pupils alike with regards to expectations and attainment in Religious Education.

Schools may choose to use the statements to complement existing practice within other curriculum areas as a means of tracking attainment and progression for either individual or groups of pupils.

Over the course of the next few months, our assessment working group will begin the process of supplementing the statements with exemplars of work pertaining to the requisite statement. This will help to further qualify the language of the levels as well as develop teacher confidence and competence with regards to identifying the related characteristics of each statement.



As you will see, we have decided to refer to the numerical level within the first column as a means of signposting teachers and retaining it as a reference point.

I would also envisage that the statements could be used when reporting to parents and also in relation to pupil progress meetings and transition meetings between teachers as pupils move through the school.

As always, I am more than happy to assist schools with any individual queries or further questions they may have in terms of the content or with respect to the implementation of the guidance within schools.

Finally, I would like to extend my thanks and gratitude to the following practitioners for their time, dedication and commitment to producing this document:

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Some of the statements contain qualifiers (some, many and most) to indicate that pupils will not always consistently demonstrate the skill required. Further guidance to support teachers in making consistent judgements on these will be provided as part of the exemplification material.

However, where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent. 'Many' indicates more than 'some' but less than 'most'.

Average Expectations:

Year Group	AT1	AT2
<p>End of Year 1 (1B)</p>	<ul style="list-style-type: none"> The pupil is able to <i>recognise <u>some</u> elements of</i> religious stories and the people and events within. (i) They are also beginning to <i>recognise <u>many</u> religious signs and symbols and use some religious words and phrases.</i> (ii) They are able to <i>recognise</i> that people act in a particular way because of their religion. (iii) 	<ul style="list-style-type: none"> The pupil is able to talk about <u>many of</u> their own experiences and how these made them feel. (i) They can also reflect upon some things they wonder about and speak about these. (ii)
<p>End of Year 2 (2B)</p>	<ul style="list-style-type: none"> The pupil is able to <i>retell accurately many <u>key elements from</u> stories</i> within the Old and New Testament using their own words about special people, places and events. (i) The pupil is able to <i>describe <u>many</u> religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases.</i> (ii) (e.g. during Baptism – anointing with oil, white shawl, candle) The pupil is able to <i>describe</i> and give <u>many</u> examples of ways that people with religious beliefs live their lives because of their religious belief. (iii) (e.g. daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities) 	<ul style="list-style-type: none"> The pupil is able to ask and answer <u>some</u> questions about how certain experiences make them and others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)



<p>Exceeding average expectation in Year 2 (2A)</p>	<ul style="list-style-type: none">• The pupil is able to <i>retell accurately most key elements from stories within</i> the Old and New Testament using their own words about special people, places and events. (i)• The pupil is able to <i>describe most</i> religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (ii) (e.g. during Baptism – anointing with oil, white shawl, candle)• The pupil is able to <i>describe</i> and give <u>many</u> examples of ways that people with religious beliefs live their lives because of their religious belief. (iii) (e.g. daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities)	<ul style="list-style-type: none">• The pupil is able to <i>ask and answer many questions</i> about how certain experiences make them and others feel and say why they feel that way. (i)• The pupil can confidently <i>ask</i> somebody why they are wondering about something. They can also <i>say</i> what they wonder about God and Jesus. They realise that some questions they wonder about are difficult to answer. (ii)
<p>End of Year 3 (accessing 3C)</p>	<ul style="list-style-type: none">• The pupil is able to use their own words to accurately <i>retell</i> stories about religious events and people and has begun to <i>link</i> some of these to religious beliefs. (i)• They are also able to <i>describe</i> most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii)• They are able to <i>describe</i> and give examples of <u>many</u> ways that people with religious beliefs behave in their everyday lives and <i>give some reasons</i> for their actions. (iii)	<ul style="list-style-type: none">• The pupil is able to share with and question others about the things that have happened to them and <i>talk about</i> how they have felt. They can also give <u>some</u> examples of how their and others' behaviour is influenced by what they feel or believe. (i)• They can speak to and question others about things that cause them <i>to wonder</i>, knowing that some questions have no clear answers and they can also compare <u>some</u> of their own and other people's ideas about such questions. (ii)



<p>End of Year 4 (3C/3B)</p>	<ul style="list-style-type: none"> • The pupil can make links between <u>many</u> religious stories and people they have shared/learnt about and beliefs. (i) • The pupil can use a developing religious vocabulary to give reasons for <u>many</u> religious actions & symbols. (ii) • Give religious reasons for <u>many</u> actions by believers. (iii) 	<ul style="list-style-type: none"> • The pupil can make <u>some</u> links to show how feelings & beliefs affect their behaviour & that of others. (i) • The pupil is able to <i>compare</i> <u>most</u> of their own & other people's ideas about questions that are difficult to answer. (ii)
<p>End of Year 5 (3A/Low 4C)</p>	<ul style="list-style-type: none"> • The pupil can securely make links between <u>most</u> religious stories and people they have shared/learnt about and beliefs, and begin to <i>describe</i> them to <i>show understanding</i>. (i) • The pupil can <i>use</i> a developing religious vocabulary to <i>give reasons</i> for <u>most</u> religious actions & symbols, within different liturgies. (ii) • The pupil can <i>give religious reasons</i> for <u>most</u> actions by believers and <u>begin</u> to <i>show how</i> they shape believers lives. (iii) 	<ul style="list-style-type: none"> • The pupil can make <u>many</u> links to show how feelings & beliefs affect their behaviour & that of others and <u>begin</u> to <i>show how</i> own and others' decision are informed by beliefs and values. (i) • The pupil is able to <i>compare</i> <u>most</u> of their own & other people's ideas about questions that are difficult to answer. The pupil <u>begins</u> to engage in discussion about questions of life, in light of religious teaching (ii)
<p>End of Year 6 (secure 4C)</p>	<ul style="list-style-type: none"> • The pupil can <i>describe & show understanding</i> of <u>some</u> religious sources beliefs, ideas, feelings & experiences, making links between them. (i) • The pupil can <i>use</i> religious terms to show an understanding of <u>many</u> different liturgies. (ii) • The pupil can <i>show</i> <u>some</u> <i>understanding</i> of how religious belief shapes life in different ways. (iii) 	<ul style="list-style-type: none"> • The pupil can confidently <i>show how</i> their own and others' decisions are informed by beliefs and values. (i) • The pupil engages in <u>some</u> discussion about questions of life, in light of religious teaching (ii)



<p>Exceeding average expectation in Year 6 (4B/4A)</p>	<ul style="list-style-type: none">• The pupil can <i>describe & show understanding</i> of <u>most</u> religious sources beliefs, ideas, feelings & experiences, making links between them. (i)• The pupil can <i>use</i> religious terms to show an understanding of <u>most</u> different liturgies. (ii)• The pupil can <i>show <u>secure</u> understanding</i> of how religious belief shapes life in <u>many</u> different ways. (iii)	<ul style="list-style-type: none">• The pupil can <i>securely show how</i> their own and others' decisions are informed by beliefs and values. (i)• The pupil can <u>securely</u> engage in discussion about questions of life, in light of religious teaching (ii)
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Each statement will be substantiated with exemplification materials which will be produced in due course.