

Information and guidance for all years

This new RE Framework is a concept-based assessment model that is designed to work alongside any agreed syllabus while supporting progression in substantive and disciplinary knowledge. It provides a consistent structure for teachers to apply to different units, religions and worldviews, enabling them to retain their current curriculum while strengthening clarity and progression. This is achieved by basing assessment on four concepts which are central to the teaching of RE rather than on specific content. Progression statements linked to each concept (the 'objectives' on the Insight platform) are provided for years 1-6. This guidance includes support in making 'best fit' judgements of pupil progress over time.

Personal knowledge

Pupils *should have opportunities to:*

- reflect on their own ideas, experiences and worldviews
- consider how learning may influence their thinking
- listen respectfully to the perspectives of others
- discuss similarities and differences between viewpoints

However, this type of knowledge should not be formally assessed as it would risk moving into assessing personal dispositions rather than curriculum learning.

The assessment framework is built around four concepts:

1. Beliefs
2. Community
3. Expression
4. Sacred

When thinking about assessment teachers should first decide which concept(s) they will focus upon. Many RE topics will touch on all four concepts. For example, learning about a celebration or festival might include:

1. Beliefs: what does a celebration tell us about beliefs?
2. Community: how does a festival bring people together?
3. Expression: what actions and symbols are associated with the celebration?
4. Sacred: what aspects of a festival make it sacred?

It is for teachers to decide whether to assess all areas or have a tighter focus on one or two.

Progression statements: the learning objectives

These are linked to the four concepts and set out what teachers expect pupils to learn, i.e. the learning goals or objectives. Teachers are not necessarily expected to make use of **all** the progression statements for any unit they are teaching but should focus upon the ones which provide the best information about pupils' learning. They should be used during formative assessment to check ongoing progress.

Judgement Statements: summative assessment

These should be used when making judgements about the extent to which pupils are working towards expectations, at the expected standard or at greater depth. They should be based upon the outcomes of summative assessment tasks set at the end of each term. These tasks should be based on both substantive and disciplinary knowledge and in key stage 1, especially year 1, responses to tasks must not rely on written work. Obviously, summative assessment tasks also reflect learning which has been tracked through the progression statements/learning objectives, as explained above. Examples are provided in this guidance.

To summarise, judgements about pupils' progress are based on outcomes based upon both formative and summative assessment.

Progression in Thinking: year 1 to year 6

Key aspects of learning

Year 1: describing and recognising

Year 2: explaining and making simple connections

Year 3: interpreting and beginning to use evidence

Year 4: applying understanding more independently

Year 5: evaluating ideas and justifying viewpoints

Year 6: analysing ideas and reaching reasoned conclusions

Key Stage 1

Concepts and Definitions

1. Beliefs: what people think is true

Beliefs are what people think is true about God, the world and how people should live. These beliefs are often expressed through stories, teachings from sacred texts and traditions. They help people make sense of life and may be linked to a religious or a non-religious worldview.

2. Community: where people belong

Community refers to groups of people who share beliefs, practices, or ways of life. Belonging to a community can influence what people do, how they live, celebrate and support one another. It may provide people with a sense of identity.

3. Expression: how people show what they believe

Expression is how people from different religions and worldviews demonstrate their beliefs, ideas and values through actions, worship, symbols, celebrations, art, music and behaviour towards others.

4. Sacred: something set apart and holy

The sacred refers to things that are set apart as holy and deeply significant. This may include objects, places, times, people, or narratives that are treated with respect because they may be connected to God (or in the case of Buddhism, through different aspects of truth and spirituality). A non-religious person might apply the word to things that have a deep emotional meaning but they would not associate this with God.

Year 1

Year 1: Description and recognition

At this point RE should mostly be grounded in stories and narratives, people, actions, festivals and symbols. Pupils will mostly:

- identify
- describe
- explain
- re-tell
- ask simple questions

Judgement Statements

These statements provide guidance on how teachers should interpret outcomes of **summative** assessment tasks. They should be used at the end of each term and matched to the curriculum being followed. Statements describe the quality and consistency of learning.

Working Towards (WT)

A pupil working towards expectations typically:

- demonstrates learning inconsistently and often requires support
- recognises some features of religions and worldviews but may confuse ideas
- responds to questions using simple observations
- makes limited links between ideas
- needs adult guidance to explain meaning or significance

Expected Standard (EXS)

A pupil working at the expected standard typically:

- demonstrates the expected learning securely and independently
- uses appropriate religious and worldview vocabulary
- explains ideas using examples from learning
- makes simple links between beliefs, communities, expressions and sacred things
- communicates understanding clearly in a range of activities

Greater Depth (GD)

A pupil working at greater depth typically:

- demonstrates learning confidently and consistently
- applies understanding across different religions and worldviews
- makes thoughtful connections between concepts
- offers reasons for views and interpretations
- asks increasingly perceptive questions and explores alternative perspectives

Example of a summative assessment task

What does the story of Moses and the burning bush teach about G-d and about Moses?

Working Towards Expectations (WT)

A pupil might:

- retell some parts of the story but omit key details

- identify, with support, a simple idea about God or Moses
- give brief responses that are not always linked to the story
- demonstrate some understanding but may struggle to explain meaning

Pupil response might include:

‘Moses saw a burning bush. God talked to him. Moses was scared.’

Teacher commentary

The pupil recalls some of the story but gives little indication of what it teaches about God or Moses.

Expected Standard (EXS)

A pupil might:

- retell the main events of the story accurately
- explain what the story teaches about God and/or Moses, using examples from the narrative
- communicate understanding clearly and independently
- demonstrate secure understanding of the expected learning

Pupil response might include:

‘The story teaches that God is powerful because he spoke from the burning bush. It also teaches that Moses was brave because he agreed to help God’s people even though he was worried.’

Teacher commentary

The pupil understands the basics of the story and can explain its meaning using evidence from the narrative.

Greater Depth (GD)

A pupil working at greater depth typically:

- demonstrates a confident understanding of the story and its significance for Jewish people
- explains ideas about God and Moses in some detail, drawing on different parts of the narrative
- makes thoughtful connections between events and their meaning
- communicates ideas clearly and with increasing depth and independence

Pupil response might include:

‘The story teaches that God is powerful and has a purpose for people’s lives. God chose Moses even though he lacked confidence. This shows that Moses trusted God and was willing to take responsibility. The story is important because it explains how God can choose ordinary people to become leaders.’

Teacher commentary

The pupil goes beyond simple recall and explanation to explore significance and connections.

Year 2

Year 2: Explanation and connection

There is an obvious overlap in places but increasingly we would expect pupils to start to engage in meaning and connection. They will begin to look at some aspects of religions and worldviews in a little more depth and begin to make connections and will mostly:

- explain
- compare
- connect
- begin to interpret

Using the four concepts

Beliefs: move from 'What do people believe' to 'How do beliefs influence people?

Community: move from 'What groups do people belong to?' to 'How does belonging affect people and communities?'

Expression: move from 'What do people do?' to 'What do these actions, symbols and celebrations mean?'

Sacred: move from 'What is sacred?' to 'Why is something sacred and why does it matter?'

Judgement Statements

These statements provide guidance on how teachers should interpret outcomes of **summative** assessment tasks. They should be used at the end of each term and matched to the curriculum being followed. Statements describe the quality and consistency of learning.

Working Towards Expectations (WT)

A pupil working towards expectations typically:

- demonstrates some learning but may need support to explain meaning
- recognises features of religions and worldviews but may not yet make clear connections
- gives simple responses that may rely mainly on recall
- begins to use religious and worldview vocabulary but not always accurately
- needs adult guidance to compare ideas or explain significance

Expected Standard (EXS)

A pupil working at the expected standard typically:

- demonstrates the expected learning securely and with increasing independence
- uses appropriate religious and worldview vocabulary
- explains meanings using examples from learning
- makes simple connections between beliefs, communities, expressions and sacred things
- compares some similarities and differences between religions/worldviews
- communicates understanding clearly in talk, writing or other outcomes

Greater Depth (GD)

A pupil working at greater depth typically:

- demonstrates learning confidently, consistently and independently
- explains meanings and significance using well-chosen examples

- makes thoughtful connections between beliefs, practices, communities and sacred things
- compares ideas with increasing clarity and sensitivity
- begins to interpret what stories, symbols, practices or teachings may mean for believers
- asks thoughtful questions and considers more than one possible answer

Example of a summative assessment task

What does the festival of Diwali teach Hindus about good and evil?

Working Towards Expectations (WT)

A pupil might:

- describe some important things that happen at Diwali
- re-tell parts of the story of Rama and Sita but omit key details
- identify a simple idea, such as light being important
- need support to explain what the story or festival means

Pupil response might include:

'Diwali is when people light lamps. Rama and Sita came home. People have fireworks and sweets.'

Teacher commentary

The pupil recalls some features of the festival but gives limited explanation of meaning.

Expected Standard (EXS)

A pupil might:

- retell the main parts of the story accurately
- explain that light reminds Hindus of how good overcomes evil
- connect the story with some Diwali practices, such as rangoli patterns, lighting lamps
- communicate understanding clearly and independently

Pupil response might include:

'Diwali reminds Hindus about good overcoming evil. In the story, Rama rescued Sita and came home. People light lamps because they remember the light that helped Rama and Sita return. The lights can also show hope.'

Teacher commentary

The pupil begins to explain the meaning of Diwali, using examples from the story and festival.

Greater Depth (GD)

A pupil might:

- explain the significance of the story and festival in detail
- make thoughtful connections between the story, symbols and beliefs
- interpret the meaning of light as a symbol of hope, goodness or guidance
- compare ideas carefully, where appropriate, e.g. with symbolism of light at Christmas

Pupil response might include:

‘Diwali teaches Hindus that good is more powerful than evil and that light brings hope. The lamps are not just decorations; they help people remember Rama and Sita returning home and the importance of choosing what is right. The story may make Hindus think about how they live and how they can bring light or goodness into the world’.

Teacher commentary

The pupil goes beyond recalling to explaining and interpreting significance. They understand not just what happens at the festival, but why it matters.

Lower key stage 2 (years 3-4)

Concepts and definitions

1. Beliefs: how beliefs shape people's lives

Beliefs are ideas that people hold about God, gods, reality, the world and how people should live. These beliefs influence people's decisions, values, behaviour and ways of understanding life. People from different religions and worldviews may hold different beliefs and interpret them in different ways.

2. Community: belonging and shared identity

Communities are groups of people who share beliefs, traditions, values or ways of life. They help shape people's identity and provide opportunities for belonging, worship, celebration, support and service. Communities may develop and change over time.

3. Expression: communicating beliefs and values

People express beliefs and values through worship, prayer, rituals, festivals, symbols, stories, art, music, architecture and daily actions. These forms of expression often communicate deeper meanings and may be interpreted in different ways.

4. Sacred: what people regard as holy and deeply significant

The sacred includes places, texts, objects, people, times and stories that are treated with respect because they are believed to have special religious or spiritual significance. Different religions and worldviews understand the sacred in different ways, and these understandings influence how people live.

Year 3

Year 3: interpreting and beginning to use evidence

During Year 3 pupils should increasingly explain beliefs and practices in greater depth, interpret meaning using evidence, compare different viewpoints and make thoughtful connections between ideas. They should begin to support their explanations and interpretations using evidence from sacred texts, stories, religious practices, artefacts and other appropriate sources. Pupils will mostly:

- explain
- interpret
- compare

- connect
- give reasons
- use evidence

Using the four concepts

Beliefs: move from ‘How do beliefs influence people?’ to ‘How do beliefs shape people's lives and decisions?’

Community: move from ‘How does belonging affect people?’ to ‘How do communities express shared beliefs and values?’

Expression: move from ‘What do actions and symbols mean?’ to ‘How do actions and symbols communicate beliefs?’

Sacred: move from ‘Why is something sacred?’ to ‘Why do people have different ways of treating sacred things?’

During Year 3 pupils should increasingly explain beliefs and practices in greater depth, interpret meaning using evidence, compare different viewpoints and make thoughtful connections between ideas. They should begin to support their explanations and interpretations using evidence from sacred texts, stories, religious practices, artefacts and other appropriate sources.

Judgement Statements

These statements provide guidance on how teachers should interpret outcomes of summative assessment tasks. They should be used at the end of each term and matched to the curriculum being followed. Statements describe the quality, consistency and depth of learning.

Working Towards (WT)

A pupil working towards expectations typically:

- demonstrates some understanding but may need support to explain ideas in depth
- uses simple evidence from learning but may not always select relevant examples
- makes some connections between beliefs, communities, expression and the sacred
- offers simple comparisons but may overlook important similarities or differences
- begins to interpret meaning but explanations may rely mainly on description

Expected Standard (EXS)

A pupil working at the expected standard typically:

- demonstrates secure understanding and increasing independence
- uses appropriate religious and worldview vocabulary accurately
- explains beliefs, practices and meanings using relevant evidence from stories, sacred texts, religious practices or other sources
- makes thoughtful connections between beliefs, communities, expression and the sacred
- compares similarities and differences, giving reasons for ideas and interpretations

- communicates understanding clearly through discussion, writing and other appropriate outcomes

Greater Depth (GD)

A pupil working at greater depth typically:

- demonstrates confident, consistent and independent understanding
- selects and uses evidence effectively to support explanations and interpretations
- explains that beliefs, practices and experiences may be understood in different ways, giving reasons for different viewpoints
- makes perceptive connections across religions, worldviews and concepts
- interprets meaning thoughtfully and supports conclusions with evidence
- asks increasingly perceptive questions and considers alternative interpretations before reaching reasoned conclusions

Example of a Summative Assessment Task

Assessment question: Why is pilgrimage important to Muslims?

This task allows teachers to assess pupils' understanding across the four concepts:

- **Beliefs:** What beliefs make Hajj important?
- **Community:** How does pilgrimage strengthen the Muslim community (Ummah)?
- **Expression:** How do the actions of Hajj express Muslim beliefs?
- **Sacred:** Why are Makkah and the Kaaba regarded as sacred?

Working Towards Expectations (WT)

A pupil might:

- describe some of the events that happen during Hajj
- identify Makkah as an important place for Muslims
- explain one simple reason why Muslims go on pilgrimage
- need support to connect beliefs with the actions of Hajj

Pupil response might include:

'Muslims go to Makkah. They walk around the Kaaba and pray. It is an important place for Muslims.'

Teacher commentary

The pupil recalls some features of Hajj but gives only a simple explanation of its importance and makes few connections between beliefs, sacred places and religious practice.

Expected Standard (EXS)

A pupil might:

- explain why Hajj is important to Muslims using relevant examples
- connect Muslim beliefs with the practices carried out during pilgrimage
- explain why Makkah and the Kaaba are sacred
- describe how pilgrimage brings Muslims together as a worldwide community
- use appropriate religious vocabulary accurately

Pupil response might include:

'Hajj is important because Muslims believe Allah wants those who are able to visit Makkah once in their lives. The Kaaba is sacred because Muslims believe it was built by Ibrahim and Isma'il to worship Allah. During Hajj, Muslims carry out special actions such as walking around the Kaaba and standing on the Plain of Arafat. These remind Muslims to obey Allah and help them feel part of the worldwide Muslim community.'

Teacher commentary

The pupil explains the significance of Hajj, making clear connections between beliefs, sacred places, religious practices and community.

Greater Depth (GD)

A pupil might:

- explain the significance of Hajj using evidence from Islamic beliefs and teachings
- interpret how different aspects of the pilgrimage express Muslim beliefs
- make thoughtful connections between the four concepts
- explain why pilgrimage may have a deep personal meaning for Muslims
- support explanations using relevant examples and religious vocabulary

Pupil response might include:

'Hajj is one of the Five Pillars of Islam and reminds Muslims that obedience to Allah is an important part of faith. The different stages of the pilgrimage have symbolic meanings and help Muslims remember events in the lives of Ibrahim, Hajar and Isma'il. Pilgrims wear simple white clothing to show that everyone is equal before Allah. Hajj brings Muslims from all over the world together, strengthening the Ummah and reminding them that they share the same beliefs, even though they come from different countries and cultures.'

Teacher commentary

The pupil goes beyond describing the pilgrimage to explain its religious significance, using evidence and making thoughtful connections between beliefs, community, expression and the sacred.

Year 4**Year 4: applying understanding more independently**

During Year 4 pupils should increasingly interpret religious and worldview ideas with confidence, apply their understanding in different contexts and work with growing independence. They should continue to support their explanations using evidence from sacred texts, stories, religious practices, artefacts and other appropriate sources, recognising that beliefs and practices may be interpreted in different ways. Pupils will mostly:

- Explain
- Interpret
- Compare
- Connect
- Give reasons
- Use examples
- Apply understanding

Using the four concepts

Beliefs: pupils move from 'How do beliefs shape people's lives and decisions?' to 'How do beliefs influence people's actions, values and different interpretations?'

Community: pupils move from 'How do communities express shared beliefs and values?' to 'How do communities develop shared identities whilst recognising diversity?'

Expression: pupils move from 'How do actions and symbols communicate beliefs?' to 'How do different forms of expression communicate meaning and identity?'

Sacred: pupils move from '*Why do people have different ways of treating sacred things?*' to '*How do different understandings of the sacred influence people's lives?*'

Judgement Statements

These statements provide guidance on how teachers should interpret outcomes of summative assessment tasks. They should be used at the end of each term and matched to the curriculum being followed. Statements describe the quality, consistency and depth of learning.

Working Towards (WT)

A pupil working towards expectations typically:

- demonstrates developing understanding but may still need support to apply learning independently
- uses some evidence from learning, although this may not always be relevant or well chosen
- makes straightforward connections between beliefs, communities, expression and the sacred
- offers simple interpretations but may rely on familiar examples
- begins to apply understanding to new situations with guidance

Expected Standard (EXS)

A pupil working at the expected standard typically:

- demonstrates secure understanding and increasing independence
- applies knowledge confidently in both familiar and unfamiliar contexts
- uses relevant evidence from sacred texts, stories, religious practices or other sources to support explanations
- interprets beliefs, practices and experiences thoughtfully, recognising that people may hold different viewpoints
- makes well-reasoned connections between beliefs, communities, expression and the sacred
- communicates ideas clearly using appropriate religious and worldview vocabulary

Greater Depth (GD)

A pupil working at greater depth typically:

- demonstrates confident, independent and reflective understanding

- selects and evaluates evidence carefully to support explanations and interpretations
- applies understanding confidently to unfamiliar situations and examples
- explains why different interpretations may exist within and between religions and worldviews
- makes perceptive connections across concepts, religions and worldviews
- reaches well-reasoned conclusions supported by evidence while recognising alternative viewpoints

Example of a summative assessment task

Assessment question: Why do many religions encourage people to care for others?

This assesses all four concepts:

- Beliefs: What beliefs encourage caring for others?
- Community: how do communities put those beliefs into action?
- Expression: how are these beliefs expressed through charity, service and everyday behaviour?
- Sacred: how do sacred texts or teachings encourage people to care for others?

It also allows comparison between Christianity, Islam, Sikhism, humanism and any other worldviews.

Working Towards (WT)

A pupil might

- Identify one or two ways in which religious people care for others
- describe a charity or community activity
- recall a simple teaching from a religion
- makes limited links between beliefs and actions

Pupil response might include:

'Christians and Muslims think that it is important to help people. Some people give money to charity and help poor people. Christians learn about helping others in the Bible. Muslims give money to people who need it. Helping people is a good thing to do.'

Teacher commentary

The pupil identifies some relevant beliefs and actions but gives simple descriptions rather than explanations. There are limited links between beliefs, sacred teachings and community action.

Expected Standard (EXS)

A pupil might:

- explain how beliefs encourage people to care for others
- uses examples from sacred texts or religious teachings
- compare how at least two religions or worldviews encourage caring for others
- explain how communities express these beliefs through action
- make thoughtful connections between beliefs, community, expression and the sacred

Pupil response might include:

'Many religions encourage people to care for others because they believe everyone should be treated with kindness and respect. Christians follow Jesus' teaching to 'love your neighbour',

while Muslims believe caring for others is part of obeying Allah and one of the Five Pillars is Zakat, which helps people in need. Churches, mosques and charities often work together to support their communities. These actions show how beliefs influence the way people live.'

Teacher commentary

The pupil explains how beliefs influence actions, uses appropriate religious vocabulary and examples, and makes clear connections between beliefs, sacred teachings, community and expression.

Greater Depth (GD)

A pupil might:

- explain why similar actions may arise from different beliefs
- interpret religious teachings and apply them to modern situations
- recognise that people within the same religion may respond differently
- support conclusions with well-chosen evidence
- explain how beliefs continue to influence communities today

Pupil response might include:

'Although many religions encourage people to care for others, they may do this for different reasons. Christians may be inspired by Jesus' example of serving others, while Muslims see caring for others as an act of obedience to Allah and an important responsibility. Humanists may also care deeply about helping others because they believe people should make the world a better place, even without belief in God. Different communities express these beliefs in different ways through charities, volunteering and supporting people in need. Although their beliefs differ, they might share the same views about caring for others.'

Teacher commentary

The pupil compares different worldviews thoughtfully, explains why beliefs influence behaviour, applies understanding across familiar and unfamiliar examples, and supports conclusions with well-chosen evidence.

Upper key stage 2 (years 5-6)

Concepts and definitions

1. Beliefs: exploring and evaluating beliefs and worldviews

Beliefs are ideas people hold about God, deities, reality, the world and how people should live. These beliefs influence values, identity, decisions and behaviour. People within the same religion or worldview may interpret beliefs differently, and beliefs may change over time in response to experience, culture and new understanding.

2. Community: identity, diversity and belonging

Communities bring people together through shared beliefs, values and traditions, but they are rarely all the same. Individuals may belong to many different communities, each influencing identity, responsibility and relationships in different ways. Communities develop and change over time.

3. Expression: communicating meaning and identity

People express beliefs and worldviews through worship, rituals, festivals, symbols, art, music, architecture, ethical choices and everyday actions. These forms of expression communicate meaning and identity and may be understood differently by different people.

4. Sacred: meaning, significance and interpretation

People understand the sacred in different ways. Sacred texts, places, objects, people, experiences and times often shape beliefs, identity and behaviour. Different religions and worldviews attach different meanings to what is regarded as sacred, and these meanings influence how people live and respond to the world.

Year 5

Year 5: evaluating ideas and justifying viewpoints

During Year 5 pupils should increasingly evaluate religious and worldview ideas by considering different viewpoints, weighing evidence and justifying their own conclusions. They should recognise that beliefs, practices and experiences are often interpreted in different ways and should use increasingly well-chosen evidence to support their explanations, comparisons and evaluations. Pupils will mostly:

- Evaluate
- Explain
- Compare
- Connect
- Justify
- Use evidence
- Apply

Using the four concepts

Beliefs: pupils move from 'How do beliefs influence people's actions, values and different interpretations?' to 'How should we evaluate different beliefs and interpretations?'

Community: pupils move from 'How do communities develop shared identities whilst recognising diversity?' to 'How do communities influence society, identity and people's choices?'

Expression: pupils move from 'How do different forms of expression communicate meaning and identity?' to 'How do different forms of expression communicate beliefs, identity and values?'

Sacred: pupils move from 'How do different understandings of the sacred influence people's lives?' to 'How should we understand and evaluate different ideas about what is sacred?'

Judgement Statements

These statements provide guidance on how teachers should interpret outcomes of summative assessment tasks. They should be used at the end of each term and matched to the curriculum being followed. Statements describe the quality, consistency and depth of learning.

Working Towards (WT)

A pupil working towards expectations typically:

- demonstrates developing understanding but may still need support to evaluate ideas independently

- uses some relevant evidence, although explanations may rely on familiar examples or simple description
- recognises that different viewpoints exist but may find it difficult to explain or justify them
- makes some connections between beliefs, communities, expression and the sacred
- begins to justify opinions but may not yet support conclusions consistently with evidence

Expected Standard (EXS)

A pupil working at the expected standard typically:

- demonstrates secure understanding and increasing independence across a range of religious and worldview contexts
- evaluates beliefs, practices and experiences using relevant evidence from sacred texts, teachings, lived experience and other appropriate sources
- recognises that different interpretations and viewpoints may exist and explains reasons for these differences
- makes thoughtful and well-reasoned connections between beliefs, communities, expression and the sacred
- justifies conclusions using appropriate religious and worldview vocabulary and relevant evidence
- communicates ideas clearly through discussion, writing and other appropriate outcomes

Greater Depth (GD)

A pupil working at greater depth typically:

- demonstrates confident, independent and reflective understanding across a wide range of religious and worldview contexts
- evaluates evidence critically and selects well-chosen examples to support balanced conclusions
- explains and justifies different interpretations, recognising complexity within and between religions and worldviews
- makes perceptive connections between concepts, beliefs, lived experiences and contemporary issues
- reaches balanced, well-reasoned conclusions that acknowledge alternative viewpoints
- communicates sophisticated ideas using precise religious and worldview vocabulary, supported by relevant evidence

Example of a Summative Assessment Task

Assessment Question: Why do people from different religions and worldviews disagree about what happens after death?

This assesses all four concepts:

Beliefs: what do different religions and worldviews believe happens after death?

Community: how do these beliefs influence funerals, remembrance and support within communities?

Expression: how are beliefs about death expressed through rituals, symbols and ceremonies?

Sacred: how do sacred texts, teachings or other sources influence these beliefs?

Working Towards (WT)

A pupil might:

- describe some beliefs about what happens after death
- identify a simple teaching from one religion or worldview
- recall features of a funeral or remembrance ceremony
- make limited links between beliefs and religious practice

Pupil response might include:

'Christians believe people go to heaven. Hindus believe people are born again. Families have funerals because someone has died. People pray and remember the person. Different religions have different beliefs.'

Teacher commentary

The pupil recalls some relevant knowledge and identifies differences between beliefs but relies mainly on description. There is limited explanation of why beliefs influence ceremonies or community life, and little use of evidence to justify ideas.

Expected Standard (EXS)

A pupil might:

- explain why different religions and worldviews hold different beliefs about life after death
- use evidence from sacred texts, teachings or religious traditions
- compare how beliefs influence funeral practices and remembrance
- recognise that people within the same religion may hold different interpretations
- justify ideas using appropriate examples and vocabulary

Pupil response might include:

'Christians have different ideas about life after death, but many believe in heaven because of the teachings of Jesus and the Bible. Hindus believe in reincarnation because they believe the soul is reborn until moksha is reached. These beliefs affect how people remember those who have died and the ceremonies they hold. Although people may belong to the same religion, they do not always interpret these beliefs in exactly the same way.'

Teacher commentary

The pupil explains beliefs confidently, compares different viewpoints and supports explanations with appropriate evidence. They recognise diversity of interpretation and make clear links between beliefs, sacred teachings, community practices and expression.

Greater Depth (GD)

A pupil might:

- evaluate different beliefs about life after death using evidence from a range of sources
- explain why people within and between religions may disagree
- present balanced arguments recognising that evidence may be interpreted differently
- justify conclusions while acknowledging alternative viewpoints
- make perceptive connections between beliefs, sacred teachings, lived experience and community life

Pupil response might include:

‘Beliefs about life after death differ because religions answer life’s biggest questions in different ways and because people interpret sacred texts differently. Many Christians believe in heaven and eternal life through Jesus, although some understand these ideas symbolically rather than literally. Hindus believe the soul is reborn, while humanists generally believe that this life is the only life we have and that people live on through the memories they leave behind. These beliefs shape funeral ceremonies, remembrance and the way communities support those who are grieving. Although people disagree about what happens after death, these beliefs often encourage people to reflect on how they should live their lives now.’

Teacher commentary

The pupil presents a balanced evaluation, selects relevant evidence from different religions and worldviews, recognises diversity within traditions and reaches well-reasoned conclusions while acknowledging alternative viewpoints.

Year 6

Year 6: analysing ideas and reaching reasoned conclusions

During Year 6 pupils should increasingly analyse religious and worldview ideas by critically evaluating different viewpoints, synthesising evidence from a range of sources and reaching well-reasoned conclusions. They should recognise the diversity that exists within and between religions and worldviews, appreciating that beliefs, practices and experiences are shaped by interpretation, context and lived experience. Pupils should communicate balanced judgements, supported by relevant evidence, while showing respect for the beliefs and perspectives of others. They will mostly:

- Analyse
- Explain
- Compare
- Connect
- Reach conclusions
- Use evidence
- Apply

Using the four concepts

Beliefs: pupils move from ‘How should we evaluate different beliefs and interpretations?’ to ‘How can we analyse and evaluate different beliefs and worldviews using evidence and reasoned judgement?’

Community: pupils move from 'How do communities influence society, identity and people's choices?' to 'How do beliefs and worldviews shape communities, and how do communities influence beliefs and change over time?'

Expression: pupils move from 'How do different forms of expression communicate beliefs, identity and values?' to 'How do different forms of expression reflect, shape and challenge beliefs, values and identity?'

Sacred: pupils move from 'How should we understand and evaluate different ideas about what is sacred?' to 'How do different understandings of the sacred influence individuals, communities and society, and why might these ideas be challenged?'

Judgement Statements

These statements provide guidance on how teachers should interpret outcomes of summative assessment tasks. They should be used at the end of each term and matched to the curriculum being followed. Statements describe the quality, consistency and depth of learning.

Working Towards (WT)

A pupil working towards expectations typically:

- demonstrates developing understanding but may still require support to analyse ideas independently
- uses some relevant evidence, although explanations may rely on familiar examples or straightforward comparisons
- recognises that different viewpoints and interpretations exist but may not consistently explain reasons for these differences
- makes links between beliefs, communities, expression and the sacred, although these connections may lack depth
- begins to reach conclusions but may not consistently justify ideas using relevant evidence

Expected Standard (EXS)

A pupil working at the expected standard typically:

- demonstrates secure understanding across a range of religious and worldview contexts
- analyses beliefs, practices and experiences using relevant evidence from sacred texts, teachings, lived experience and other appropriate sources
- explains why different viewpoints and interpretations exist within and between religions and worldviews
- makes thoughtful connections between beliefs, communities, expression and the sacred
- reaches well-reasoned conclusions supported by appropriate evidence and accurate religious and worldview vocabulary
- communicates ideas clearly and confidently through discussion, writing and other appropriate outcomes

Greater Depth (GD)

A pupil working at greater depth typically:

- demonstrates confident, independent and reflective understanding across a wide range of religious and worldview contexts
- analyses evidence thoughtfully, selecting well-chosen examples to support balanced arguments
- explains and evaluates different interpretations, recognising complexity within and between religions and worldviews
- draws together ideas from different concepts, sources and contexts to develop well-supported explanations
- reaches balanced, well-reasoned conclusions that acknowledge alternative viewpoints and interpretations
- communicates sophisticated ideas using precise religious and worldview vocabulary, supported by carefully selected evidence

Example of a Summative Assessment Task

Assessment Question: Should people always follow their beliefs, even when they disagree with others?

This assesses all four concepts:

Beliefs: how do beliefs influence decisions and actions?

Community: how do religious and worldview communities support or challenge different viewpoints?

Expression: how are beliefs expressed through worship, symbols, actions or ethical choices?

Sacred: how do sacred texts, teachings or other sources influence people's decisions?

Working Towards (WT)

A pupil might:

- describe how beliefs influence some people's actions
- identify one or two examples from religions or worldviews
- recognise that people sometimes disagree
- make simple links between beliefs and behaviour

Pupil response might include:

'Christians try to follow Jesus' teachings and Muslims follow the Qur'an. Sometimes people disagree about what is right. People make different choices because they believe different things.'

Teacher commentary

The pupil demonstrates basic understanding and identifies simple examples but relies mainly on description. There is limited explanation of why people reach different conclusions or how evidence supports beliefs.

Expected Standard (EXS)

A pupil might:

- explain how beliefs, sacred teachings and community influence people's decisions
- compare different religious and worldview responses to the same issue

- use relevant evidence from sacred texts, teachings or lived experience
- recognise that people within the same religion may interpret teachings differently
- reach reasoned conclusions supported by evidence

Pupil response might include:

'Many Christians believe they should follow Jesus' teaching to love their neighbour, but Christians sometimes disagree about how this should be put into practice. Muslims may also interpret Islamic teachings differently depending on their understanding of the Qur'an and Hadith. Humanists often make decisions based on reason, evidence and concern for human wellbeing. Although people may disagree, they usually try to act according to the beliefs and values they think are most important.'

Teacher commentary

The pupil explains and compares viewpoints confidently, uses appropriate evidence and recognises diversity within religions and worldviews. Conclusions are supported by relevant examples.

Greater Depth (GD)

A pupil might:

- analyse different viewpoints using evidence from a range of religious and worldview sources
- explain why people interpret beliefs and teachings differently
- compare strengths and limitations of different viewpoints
- draw together evidence before reaching balanced, well-reasoned conclusions
- acknowledge that more than one conclusion may be reasonable

Pupil response might include:

'People often believe they should follow their beliefs because these shape their identity and sense of purpose. However, beliefs are interpreted in different ways, even within the same religion. For example, Christians may disagree about how Jesus' teachings should influence responses to poverty or conflict, while Muslims may interpret Islamic teachings differently depending on context. Humanists may reach similar conclusions about helping others, but for different reasons. This shows that beliefs influence decisions, but interpretation, experience and community also play important roles. I think people should take their beliefs seriously, but they should also listen respectfully to other viewpoints before reaching their own conclusions.'

Teacher commentary

The pupil analyses evidence thoughtfully, recognises complexity within and between religions and worldviews, and reaches balanced conclusions supported by carefully selected evidence. Responses demonstrate the ability to draw together learning from all four concepts.

By the end of primary school, pupils should increasingly be able to analyse religious and worldview ideas critically, draw together evidence from a range of sources and reach reasoned conclusions, recognising that beliefs, practices and experiences are often interpreted in different ways.

Further support package available for purchase:
--

- Digital 'Insight Assessment Companion (a detailed guide)
- Additional summative assessment tasks: related to judgement statements and with examples of pupils' responses.
- Online training and Q/A sessions

Cost of above package (excluding VAT):

Single primary school: £495.00

Infant School: £350.00

Junior school: £425.00

(Pricing reflects the fact that the Assessment Companion and three online sessions — is identical whether the school has two year groups or six.)

Order form

Name and email address

Name of school/MAT

Name and email of person to whom invoice should be sent