

My ref:
Your ref: RE Assessment
Date: 21st March 2016
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Dear Colleagues

Cambridgeshire SACRE is anxious to ensure that you feel supported in the delivery and assessment of RE at Key stages one, two and three.

There has been some confusion over the introduction of 'assessment without levels' for National Curriculum subjects – while RE is not a National Curriculum subject and therefore subject to different rules, we understand that many of you may have concluded that the levels in the Agreed Syllabus were no longer to be used.

If you have devised your own method of assessing RE in your school, we would be very interested to have the details. We have brought forward the review of the Agreed Syllabus in order to look particularly at assessment methods, and will be asking for your input with regard to all aspects of the syllabus later this year.

In the meantime, we thought it might help to frame the assessment scale in the Agreed Syllabus in terms of the National Curriculum end of key stage reporting arrangements: *working towards/at age-related expectations*, and *mastery*. In the summer term we will ask for details of how many of your students are working at or towards age-related expectations at the end of key stages one, two or three.

Page 43 of the [syllabus](#) already gives an indication of what would be age-related expectations:

Expected attainment for the majority of pupils at the end of key stage:

KS1 level 2 (level 1 would be *working towards*; levels 3+ would be *mastery*.)

KS2 level 4 (levels 1-3 would be *working towards*; levels 5+ would be *mastery*.)

KS3 level 5/6. (levels 1-4 would be *working towards*; level 7 would be *mastery*.)

Please see the attached document for how this would work in terms of the 'can-do' statements as used for English, Maths and Science in the NC interim framework.

We hope that these suggestions help with your assessment of RE. Please contact us with any questions.

Yours sincerely

A handwritten signature in black ink, appearing to read 'H. Manley', with a large, stylized loop at the bottom.

Helen Manley

Senior Adviser: Curriculum, Teaching & Leadership

Pupils working at age-related expectations at the end of key stage one can:

- use religious words and phrases to recognise and name features of religious life and practice; and to identify religion's importance for some people.
- recognise religious symbols, words, gestures and artefacts.
- express and talk about their own experiences, feelings and celebrations; what they find interesting or puzzling; what is of value and concern to themselves and to others.
- identify some similarities between religions.
- retell and suggest meanings for religious stories, actions and symbols
- ask, and respond sensitively to, questions about their own and others' experiences and feelings
- in relation to matters of right and wrong, recognise their own values and those of others.

Pupils working at age-related expectations at the end of key stage two can:

- use to describe some key features of religions, recognising similarities and differences
- make links between beliefs and sources, including religious stories and sacred texts
- describe some forms of religious expression.
- identify what influences them, making links between aspects of their own and others' experiences
- ask important questions about religious beliefs and lifestyles, linking their own and others' responses
- use religious words and phrases to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences
- make links between and describe some similarities and differences both within and between religions
- raise and suggest answers to questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments
- describe what inspires and influences themselves and others.
- describe the impact of religion on people's lifestyles

Pupils working at age-related expectations at the end of key stage three can:

- describe why people belong to religions.
- suggest possible reasons for the fact that similarities and differences illustrate distinctive beliefs within and between religions.
- pose, and suggest answers to, questions of sacredness, identity, diversity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.
- explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

- use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them.
- explain why the impact of religions and beliefs upon individuals, communities and societies varies.
- interpret sources and arguments, explaining different answers, from different traditions to ultimate questions and ethical issues.
- use reasoning and examples to express insights into the relationships between beliefs, authorities, teachings and world issues.
- express insight into their own and others' views on questions of sacredness, identity, diversity, belonging, meaning, purpose and truth.