**Primary Religious Education New Assessment Expectations Pilot**

**Mixed Aged Classes**

This grid is an aid for teachers who teach religious education in mixed aged classes. It highlights the key descriptors used in each year group to enable teachers to adapt end of unit expectation descriptors to a lower or higher age group. Teachers can use an equivalent descriptor from a higher or lower age group to tailor tasks to the needs of pupils. Descriptors that appear in *italics* are not often used so have less weight when deciding what descriptor to use.

Teachers can deploy the EYFS descriptors for pupils working below the Year 1 descriptors.

**End of Unit and End of Year Descriptors**

*Descriptor progression*

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| --- | --- |
| **Year 1 Descriptors**Recognise (stories, signs, and symbols)Name (sign or symbol)Begin to retell (sequence)Begin to retell in simple formWonder aboutSuggest an answer, Give an answerTalk about feelings and experiences (own and characters, key people)Ask and answer questionsSayGive two examplesUse religious words | **Year 2 Descriptors**Describe how used / what stories tell us about*Recognise a link between sign/action, a practise and historical event*Give clear simple descriptionsRetell simplyRetellWonder and ask questionsSuggest answers to questions*Make a simple link between*Talk about feelings and experiencesAsk and answer questionsSayGive two, three or *four* examplesUse religious words |

**End of Unit and End of Year Descriptors**

*Descriptor progression*

|  |  |
| --- | --- |
| **Year 2 Descriptors**Describe how used / what stories tell us about*Recognise a link between sign/action, a practise and historical event*Give clear simple descriptionsRetell simplyRetellWonder and ask questionsSuggest answers to questionsMake a simple link betweenTalk about feelings and experiencesAsk and answer questionsSayGive two, three or *four* examplesUse religious words | **Year 3 Descriptors**Describe beliefs / roles / ReconciliationGive a reasonRetell ensuring it is accurate in sequence/detailSuggest answers to questionsMake a link in their work betweenMake simple linksListen to another’s viewExpress a preference*Express a point of view*Ask and answer questionsSay what it teaches us Give examplesUse religious vocabulary accurately |

**End of Unit and End of Year Descriptors**

*Descriptor progression*

|  |  |
| --- | --- |
| **Year 3 Descriptors**Describe beliefs / roles / ReconciliationGive a reasonRetell ensuring it is accurate in sequence and detailSuggest answers to questionsMake a link in their work betweenMake simple linksListen to another’s viewExpress a preference*Express a point of view*Ask and answer questionsSay what it teaches us Give examplesUse religious vocabulary accurately | **Year 4 Descriptors**Describe with increasing detail*Describe actions that arise because of beliefs**Describe the life and work of key figures*Give reasons for signs, symbols and actionsRetell a narrative that is accurate in its sequence and details and that corresponds to the scripture source usedSuggest answers to questionsMake simple links to show how feelings and beliefs affect behaviour / between beliefs and actions*Support your point of view with a source*Ask and respond to questionsUse a range of religious vocabulary |

**End of Unit and End of Year Descriptors**

*Descriptor progression*

|  |  |
| --- | --- |
| **Year 4 Descriptors**Describe with increasing detail*Describe the life and work of key figures**Describe actions that arise because of beliefs*Give reasons for signs, symbols and actionsRetell a narrative that is accurate in its sequence and details and that corresponds to the scripture source usedSuggest answers to questionsMake simple links to show how feelings and beliefs affect behaviour / between beliefs and actions*Support your point of view with a source*Ask and respond to questionsUse a range of religious vocabulary | **Year 5 Descriptors**Describe accurately and in detailHave a detailed knowledge and some understanding of the life and work of key figures, bible passagesShow some understandingDescribe accurately and in detail showing some understanding (of the story/stories)Suggest responses to questionsMake links between actions and texts*Recognise different points of view about*Show how own and others decisions are informed by beliefsUse sources to support a point of viewGive a reason for your point of viewBegin to compare your response or view with another*Begin to arrive at judgements*Use the religious vocabulary widely, accurately and appropriately. |

**End of Unit and End of Year Descriptors**

*Descriptor progression*

|  |  |
| --- | --- |
| **Year 5 Descriptors**Describe accurately and in detailShow knowledge of a range of scripture Have a detailed knowledge and some understanding of the life and work of key figuresDescribe accurately and in detail showing some understanding (of the story/stories)Suggest responses to questionsMake links between actions and texts*Recognise different points of view*Show how own and others decisions are informed by beliefsUse sources to support a point of viewGive a reason for your point of viewBegin to compare your response or view with another*Begin to arrive at judgements*Use the religious vocabulary widely, accurately and appropriately | **Year 6 Descriptors**Show knowledge of a range of scripture Show knowledge and understanding of the life and work of key figuresShow knowledge and understanding of a range of scripture making links between the text and beliefsShow knowledge and understanding of how beliefs are expressed in sacrament and actionEngage with questions in light of religious teaching*Recognise difference, comparing and contrasting*Show how decisions and actions are informed by beliefsUse sources to support a point of viewExpress a point of view and give a reason for itCompare responsesUse religious vocabulary widely, accurately and appropriately |