**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 form  Wonder about  Suggest an answer, Give an answer  Talk about feelings and experiences (own and characters, key people)  Ask and answer questions  Say  Give two examples  Use 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 descriptions  Retell simply  Retell  Wonder and ask questions  Suggest answers to questions  *Make a simple link between*  Talk about feelings and experiences  Ask and answer questions  Say  Give two, three or *four* examples  Use 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 descriptions  Retell simply  Retell  Wonder and ask questions  Suggest answers to questions  Make a simple link between  Talk about feelings and experiences  Ask and answer questions  Say  Give two, three or *four* examples  Use religious words | **Year 3 Descriptors**  Describe beliefs / roles / Reconciliation  Give a reason  Retell ensuring it is accurate in sequence/detail  Suggest answers to questions  Make a link in their work between  Make simple links  Listen to another’s view  Express a preference  *Express a point of view*  Ask and answer questions  Say what it teaches us  Give examples  Use religious vocabulary accurately |

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

*Descriptor progression*

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| --- | --- |
| **Year 3 Descriptors**  Describe beliefs / roles / Reconciliation  Give a reason  Retell ensuring it is accurate in sequence and detail  Suggest answers to questions  Make a link in their work between  Make simple links  Listen to another’s view  Express a preference  *Express a point of view*  Ask and answer questions  Say what it teaches us  Give examples  Use 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 actions  Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used  Suggest answers to questions  Make 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 questions  Use 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 actions  Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used  Suggest answers to questions  Make 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 questions  Use a range of religious vocabulary | **Year 5 Descriptors**  Describe accurately and in detail  Have a detailed knowledge and some understanding of the life and work of key figures, bible passages  Show some understanding  Describe accurately and in detail showing some understanding (of the story/stories)  Suggest responses to questions  Make links between actions and texts  *Recognise different points of view about*  Show how own and others decisions are informed by beliefs  Use sources to support a point of view  Give a reason for your point of view  Begin 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*

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| --- | --- |
| **Year 5 Descriptors**  Describe accurately and in detail  Show knowledge of a range of scripture  Have a detailed knowledge and some understanding of the life and work of key figures  Describe accurately and in detail showing some understanding (of the story/stories)  Suggest responses to questions  Make links between actions and texts  *Recognise different points of view*  Show how own and others decisions are informed by beliefs  Use sources to support a point of view  Give a reason for your point of view  Begin 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 figures  Show knowledge and understanding of a range of scripture making links between the text and beliefs  Show knowledge and understanding of how beliefs are expressed in sacrament and action  Engage with questions in light of religious teaching  *Recognise difference, comparing and contrasting*  Show how decisions and actions are informed by beliefs  Use sources to support a point of view  Express a point of view and give a reason for it  Compare responses  Use religious vocabulary widely, accurately and appropriately |