

RE
Age-Related Assessment Criteria

	Year 5	Year 6	Year 7	Year 8
Learning about religion	<p>Pupils can:</p> <ul style="list-style-type: none"> describe what a believer might learn from a religious story. describe some of the things that are the same and different from religious people. use religious words to describe some of the different ways in which people show their beliefs. 	<p>Pupils can:</p> <ul style="list-style-type: none"> make links between the beliefs of different religious groups and show how they are connected to believers' lives. use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean. 	<p>Pupils can:</p> <ul style="list-style-type: none"> suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions. 	<p>Pupils can:</p> <ul style="list-style-type: none"> say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them. say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies. use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.
Learning from religion	<p>Pupils can:</p> <ul style="list-style-type: none"> compare some of the things that influence them with those that influence other people. ask important questions about life and compare my ideas with those of other people. link things that are important to me and other people with the way I think and behave. 	<p>Pupils can:</p> <ul style="list-style-type: none"> ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others. ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups or individuals. ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, beliefs. 	<p>Pupils can:</p> <ul style="list-style-type: none"> give their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences them. ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others' lives. ask questions about things that are important to them and to other people and suggest answers which relate to their own and others' lives. 	<p>Pupils can:</p> <ul style="list-style-type: none"> consider the challenges of belonging to a religion today with reference to their own and other people's views on human nature and society, supporting those views with reasons and examples. use reasoning and examples to express insights into their own and others' views on questions about the meaning and purpose of life and the search for truth. use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them.