

Year 6 RE Assessment Criteria

AT1 – Learning about religion/knowledge (Head)	AT1(i) – Beliefs, teachings and sources	AT1(ii) – Celebration and Rituals	AT1(iii) – Social and moral practices and way of life.
Beginning of Year 6	The pupil can securely make links between most religious stories, people they have learnt about, and their beliefs. They are beginning to describe them and show understanding by using PEE to explore and explain religious sources.	The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. They are beginning to show understanding by referring to liturgies/sacraments previously learnt about.	The pupil can give religious reasons for most actions by believers and begin to show understanding of how they shape believers' lives by using PEE to explain how way of life – rather than simply actions – is shaped by beliefs.
6.1	The pupil can securely make links between Scripture, religious people and beliefs. They can describe and show understanding of some religious sources by using PEE techniques to explain how religious sources affect what Christians believe and how they live (including the Baptism of Jesus, Isaiah, The Angelus, Jesus as the Word and the role of John the Baptist).	The pupil can use a secure religious vocabulary to give reasons for religious actions and symbols, within different liturgies (including the Sacrament of Ordination). They can show understanding of different forms of liturgy by referring to symbols that are used in different liturgies e.g. the oil of Chrism.	The pupil can give secure religious reasons for most actions by believers and show how they shape believers' lives using PEE to explain how way of life – rather than simply actions – is shaped by beliefs. (including the Vocation of Priests and the life of St John Mary Vianney, Patron Saint of Priests).
6.2	The pupil can describe and show understanding of many religious sources (including Scripture, Art and Hymns) and experiences, using PEE techniques to explain how religious sources affect what Christians believe and how they live.	The pupil can develop use of religious terms to show some understanding for religious actions and symbols, within different liturgies by explaining the purpose of different types of liturgy.	The pupils can show understanding of how religious beliefs shape lives using PEE to explain how way of life – rather than simply actions – is shaped by beliefs, giving some examples of people whose way of life is/was formed by their beliefs and reasons why.
6.3	The pupil can describe and show understanding of many religious sources, beliefs, ideas, feelings and experiences, using PEE techniques to explain how religious sources affect what Christians believe and how they live.	The pupil can use religious terms to show an understanding of many different liturgies (including the Anointing of the Sick), explaining the purpose of these by referring to Scripture and beliefs.	The pupils can show some understanding of how religious beliefs shapes life in different ways using PEE to explain how way of life – rather than simply actions – is shaped by beliefs, giving many examples of people whose way of life is/was formed by their beliefs and reasons why.
Embedded/GDS Year 6 learner	The pupil can describe and show understanding of most religious sources, beliefs, ideas, feelings and experiences. The pupil can show how these sources led people to interpret them in such a way as to develop different beliefs.	The pupil can use religious terms to show an understanding of most different liturgies. The pupil can refer to examples of different types of worship and explain why we use them.	The pupil can show secure understanding of how religious belief shapes life in many different ways, using PEE and giving many examples. The pupil can compare similar and differing attitudes/actions in a situation where there are at least two people with different religious beliefs or world views.
	Some – minimum of three, using scripture references. Many – using Scripture references, art, hymns, prayers used in mass etc. Most – multiple sources, including the use of YOUCAT.	Many different liturgies – the liturgies held in school, Mass Most different liturgies – feast days, saint days, Holy days of obligation, liturgical calendar understanding, Sacraments	Show an understanding - because, giving a deeper explanation after their reason. Some – At least two examples (see Friends of Jesus and Recent Friends of Jesus) Many – At least three examples appropriately identified and explained across the topic.

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AT2 – Learning from religion/scripture and living out faith (Heart)	AT2(i) – Engagement with own and others’ beliefs and values	AT2(ii) – Engagement with questions of meaning and purpose
Beginning of Year 6	The pupil can make many links to show how feelings and beliefs affect their behaviour and that of others. They can begin to show how their own and others’ decisions are informed by beliefs and moral values.	The pupil is able to compare most of their own and other people’s ideas about questions that are difficult to answer. They begin to engage in discussions about questions of life, in light of religious teaching.
6.1	The pupil can show how their own decisions are informed by beliefs and moral values (including how they can fulfil their Baptismal promises, their own sense of vocation and commitment, how belief in God shapes life, beliefs that inspire them to be committed to service and care of others).	They begin to engage in discussions about questions of life, in light of religious teaching.
6.2	The pupil can show how others’ decisions are informed by beliefs and moral values.	The pupil is able to engage with questions of life.
6.3	The pupil can confidently show how their own and others’ decisions are informed by beliefs and values.	The pupil engages in some discussion about questions of life , in light of religious teachings.
Embedded/GDS Year 6 learner	The pupil can securely show how their own and others’ decisions are informed by beliefs and values.	The pupil can securely engage in discussion about questions of life, in light of religious teaching.

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AT3 – Wonder and reflection moments	AT3
Beginning of Year 6	<p><u>Express a point of view</u> and <u>give many/multiple reasons</u> for it. <u>Make a link</u> to many sources that support a point of view. <u>Begin to arrive at judgements</u></p>
6.1	<p><u>Express different points of view</u> (e.g. How they are called by God to fulfil their vocation and how they might know) and <u>give many/multiple reasons</u> for it. <u>Make some links</u> to many sources that support a point of view. <u>Arrive at judgements.</u></p>
6.2	<p><u>Express and begin to debate different points of view.</u> <u>Make a variety of links</u> to many sources that support a point of view. <u>Arrive at judgements and begin to support.</u></p>
6.3	<p><u>Express and debate different points of view.</u> Use sources to <u>support some points of view.</u> <u>Arrive at judgements and support.</u></p>
Embedded/GDS Year 6 learner	<p><u>Express and debate different points of view.</u> Use many sources to <u>support some points of view.</u> <u>Arrive at judgements and support with evidence.</u></p>