

Year 3 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 3	The pupil is able to retell accurately <u>many</u> key elements from stories within the <u>Old and New Testament</u> , using their own words about special people, places and events.	The pupil is able to describe <u>many</u> religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases.	The pupil is able to describe and give <u>many examples</u> of ways that people with religious beliefs live their lives because of their religious belief.
3.1	The pupil is able to retell accurately <u>all</u> the key elements from stories within the <u>Old and New Testament</u> , using their own words about special people, places and events (including the messages of some of St Paul’s letters, the Annunciation, Visitation and Epiphany).	The pupil is able to describe <u>many</u> religious signs, symbols and actions used in prayer and Liturgy using <u>accurate</u> religious words and phrases (including the Jesse Tree, Advent Wreath and the names of the oil of Chrism and Catechumens in Baptism).	The pupil is able to describe and give <u>many appropriate</u> examples of ways that people with religious beliefs live their lives because of their religious belief.
3.2	The pupil is able to use their own words to accurately retell stories about <u>religious events and people</u> using their own words about special people, places and events.	The pupil is able to describe most religious signs, symbols and actions used in prayer and Liturgy using <u>accurate</u> religious words and phrases.	They are able to describe and give many appropriate examples of <u>many ways</u> that people with religious beliefs behave in their everyday lives because of their religious belief.
3.3	The pupil is able to use their own words to accurately retell stories about <u>religious events and people</u> and has begun to link <u>some of these to religious beliefs</u> .	They are able to describe most religious signs and symbols and actions using appropriate religious words and phrases and give reasons for <u>some</u> of these.	They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions.
Embedded/GDS	The pupil is able to use their own words to accurately retell stories about <u>religious events and people</u> and has begun to link <u>many of these to religious beliefs</u> .	They are able to describe most religious signs and symbols and actions using appropriate religious words and phrases and give reasons for <u>many</u> of these.	They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some strong reasons for their actions.

Year 3 RE Assessment Criteria

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 3	The pupil is able to ask and answer some questions about how certain experiences make them and others feel. They can say why they feel that way.	The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus.
3.1	The pupil is able to share with others about the things that have happened to them and talk about how they have felt (including their experiences of homes, promises and visitors).	They can speak to and question others about things that cause them to wonder .
3.2	The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt.	They can speak to and question others about things that cause them to wonder , knowing that some questions have no clear answers.
3.3	The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can give some examples of how their own and others’ behaviour is influenced by what they feel or believe.	They can speak to and question others about things that cause them to wonder , knowing that some questions have no clear answers. They can also compare some of their own and other people’s ideas about such questions.
Embedded/GDS	The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can give some thorough examples of how their own and others’ behaviour is influenced by what they feel or believe.	They can speak to and question others about things that cause them to wonder , knowing that some questions have no clear answers. They can also compare many of their own and other people’s ideas about such questions.

Year 3 RE Assessment Criteria

AT3 – Wonder and reflection moments	AT3
Beginning of Year 3	<p>Listen and respond to many points of view.</p> <p>Ask and respond to questions about many sources (prayers, hymns, scripture stories).</p>
3.1	<p>Begin to express a point of view (e.g. about the demands and joys of visitors, making and keeping promises etc)</p> <p>Make a link to a source that <u>could</u> support a point of view.</p>
3.2	<p>Express a point of view</p> <p>Make a link to a source that <u>could</u> support a point of view.</p> <p>Begin to express a possible preference.</p>
3.3	<p>Express a point of view and begin to give reasons for it.</p> <p>Make a link to a source that support a point of view.</p> <p>Begin to express a preference.</p>
Embedded/GDS	<p>Express a point of view and begin to give <u>clear</u> reasons for it.</p> <p>Make a link to a source that support <u>your</u> point of view.</p> <p>Begin to express a considered preference.</p>