

Year 4 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 4	The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs.	They are able to describe most religious signs and symbols and actions using appropriate religious words and phrases and give reasons for some 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.
4.1	The pupil is able to make some links between religious stories and their own beliefs (including the linking the story of Abraham to beliefs about promises, Joseph and beliefs about love and care in the family, Isaiah and the belief in Jesus as the long awaited Messiah).	The pupil can give reasons for religious actions and symbols (including reasons for the symbols of the crozier, chrisms, touching of the cheek in confirmation, the Advent Wreath, Christingle and the parts of Christmas Midnight Mass).	The pupil can give some reasons for some actions by believers (including using the gifts of the Holy Spirit to act in a particular way, Advent Promises etc).
4.2	Make some links between religious stories, people in the community they have learnt about and their beliefs.	The pupil can begin to use religious vocabulary to give reasons for many religious actions and symbols.	The pupil can give some reasons for many actions by believers.
4.3	The pupil can make links between many religious stories, people in the community they have learnt about and their beliefs.	The pupil can use a developing religious vocabulary to give reasons for many religious actions and symbols.	The pupil can give reasons for many actions by believers.
Embedded/GDS	The pupil can make strong and accurate links between many religious stories, people in the community they have learnt about and their beliefs.	The pupil can use a well-developed religious vocabulary to give reasons for many religious actions and symbols.	The pupil can give strong and accurate reasons for many actions by believers.

Year 4 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 4	<p>The pupil is able to <u>share with and question</u> others about the things that have happened to them and talk about how they have felt.</p> <p>They can give some examples of how their own and others’ behaviour is influenced by what they feel or believe.</p>	<p>They can <u>speak to and question others about things that cause them to wonder</u>, knowing that some questions have no clear answers.</p> <p>They can also <u>compare</u> some of their own and other people’s ideas about such questions.</p>
4.1	<p>The pupil can <u>begin to make some links</u> to show how feelings and beliefs affect their behaviour (including how families behave with each other, being chosen, being friends).</p>	<p>The pupil can <u>compare</u> some of their own and other people’s ideas about questions that are difficult to answer (including difficult family questions when comparing family trees, ideas about sacrifice, friendship qualities).</p>
4.2	<p>The pupil can <u>make some links</u> to show how feelings and beliefs affect their behaviour.</p>	<p>The pupil can <u>confidently compare</u> some of their own and other people’s ideas about questions that are difficult to answer.</p>
4.3	<p>The pupil can <u>make some links</u> to show how feelings and beliefs affect their behaviour and that of others.</p>	<p>The pupil can <u>compare</u> most of their own and other people’s ideas about questions that are difficult to answer.</p>
Embedded/GDS Year 4 learner	<p>The pupil can <u>make strong and accurate links</u> to show how feelings and beliefs affect their behaviour and that of others.</p>	<p>The pupil can <u>compare all</u> of their own and other people’s ideas about questions that are difficult to answer.</p>

Year 4 RE Assessment Criteria

AT3 – Wonder and reflection moments	AT3
Beginning of Year 4	<p><u>Express a point of view</u> and begin to give reasons for it. <u>Make a link</u> to a source that supports a point of view. <u>Begin to express a preference.</u></p>
4.1	<p><u>Express a point of view</u> and <u>give a reason</u> for it. <u>Make a link</u> to a different source that supports a point of view. <u>Begin to express a preference</u> and <u>begin to give reasons for it.</u></p>
4.2	<p><u>Express a preference</u> and <u>give more than one reason for it.</u> <u>Make a link</u> to more than one source that supports a point of view. <u>Begin to express a preference</u> and <u>give a reason for it.</u></p>
4.3	<p><u>Express a point of view</u> and <u>give some reasons for it.</u> <u>Make a link</u> to some sources that support a point of view. <u>Express a preference</u> and <u>give some reasons</u> for it.</p>
Embedded/GDS Year 4 learner	<p style="color: #e91e63;"><u>Express a point of view</u> and <u>give many reasons for it.</u> <u>Make some links</u> to sources that support a point of view. <u>Express many preferences</u> and give some reasons for them.</p>