

Appendix One

An assessment structure for Key Stages 1 to 3 based on the requirements in the 2020 to 2025 Newcastle Agreed Syllabus for RE

In the tables below, the Aims in RE (the statements in the left-hand column) relate intimately to the requirements in the statutory part of the Agreed Syllabus for RE. The statements in the next three columns (the end of Key Stage statements) therefore become the statements for which evidence has to be generated to confirm that pupils and students have acquired the expected knowledge, understanding and skills. In other words, the end of Key Stage statements become level descriptors, to use the jargon we are familiar with from earlier versions of the Agreed Syllabus for RE.

Newcastle's Agreed Syllabus Conference is of the opinion that the assessment structure laid out below is a very good one to apply to the classroom situation from Key Stage 1 to 3, given the statutory content of the syllabus.

A: Know about and understand	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:	At the end of Key Stage 3 students will be able to:
<p>A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities.</p>	<p><i>recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</i></p>	<p><i>describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect on their ideas.</i></p>	<p><i>explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences.</i></p>
<p>A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.</p>	<p><i>re-tell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom, and recognising the communities from which they come.</i></p>	<p><i>describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</i></p>	<p><i>explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and worldviews as coherent systems or ways of seeing the world.</i></p>
<p>A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	<p><i>recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</i></p>	<p><i>explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</i></p>	<p><i>explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</i></p>

B: Express and communicate	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:	At the end of Key Stage 3 students will be able to:
<p>B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.</p>	<p><i>ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</i></p>	<p><i>observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</i></p>	<p><i>explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</i></p>
<p>B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.</p>	<p><i>observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</i></p>	<p><i>understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</i></p>	<p><i>observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</i></p>
<p>B3. Appreciate and appraise different dimensions of religion.</p>	<p><i>notice and respond sensitively to some similarities between different religions and worldviews.</i></p>	<p><i>observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</i></p>	<p><i>consider and evaluate the question: what is religion? They analyse the nature of religion using the main disciplines by which religion is studied.</i></p>

C: Gain and deploy skills	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:	At the end of Key Stage 3 students will be able to:
<p>C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.</p>	<p><i>explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</i></p>	<p><i>discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including, e.g., reasoning, music, art and poetry.</i></p>	<p><i>explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy.</i></p>
<p>C2. Enquire into what enables different communities to live together respectfully for the well-being of all.</p>	<p><i>find out about examples of co-operation between people who are different and respond with thoughts and ideas.</i></p>	<p><i>consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</i></p>	<p><i>examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from various religions and worldviews.</i></p>
<p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p><i>find out about questions of right and wrong and begin to express their ideas and opinions in response.</i></p>	<p><i>discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</i></p>	<p><i>explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</i></p>