

Year 5 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 5	The pupil can make links between many religious stories, people 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.
5.1	The pupil can make specific links between many religious stories, people they have learnt about and their beliefs (including the advice in the letters of St Paul).	The pupil can use a developing religious vocabulary to give reasons for actions, symbols and choices (including the symbols and actions of the Nuptial Mass, the Jesse Tree, Advent Wreath etc)	The pupil can give reasons for many actions by believers as a consequence of their beliefs (e.g. Maximilian Kolbe).
5.2	The pupil can make a variety of links between most religious stories, people they have learnt about, and their beliefs.	The pupil can use a developing religious vocabulary to give reasons for actions, symbols, choices and worship.	The pupil can give religious reasons for many actions by believers as a consequence of their beliefs.
5.3	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.
Embedded/GDS	The pupil can securely make links between most religious stories, people they have shared/learnt about, and their beliefs. They can describe them and show understanding , using PEE to explore and explain religious sources.	The pupil can use a secure religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. They can show understanding by referring to liturgies/sacraments previously learnt about and explain the significance.	The pupil can give secure religious reasons for most actions by believers and 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.
	Many religious stories – Use religious stories from previous topics Most religious stories – Religious stories referred to within the lesson		Many – commonly used in school/actions they're taught Most – unfamiliar actions

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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 5	The pupil can make some links to show how feelings and beliefs affect their behaviour and that of others.	The pupil can compare most of their own and other people’s ideas about questions that are difficult to answer.
5.1	The pupil can make links to show how feelings and beliefs affect their behaviour and that of others.	The pupil is able to compare most of their own and other people’s ideas about questions that are difficult to answer. They can discuss responses to questions that are difficult to answer.
5.2	The pupil can make a variety links to show how feelings and beliefs affect their behaviours and that of others.	The pupil is able to compare most of their own and other people’s ideas about questions that are difficult to answer. They can discuss responses to questions that are difficult to answer in relation to meaning and purpose.
5.3	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.
Embedded/GDS	The pupil can make many links to show how feelings and beliefs affect their behaviour and that of others. They can show how their own and others’ decisions are informed by beliefs and moral values.	The pupil is able to compare their own and other people’s ideas about questions that are difficult to answer. They can to engage in discussions about questions of life, in light of religious teaching.
	<i>Variety of links – wider community Make links – within school life</i>	

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AT3 – Wonder and reflection moments	AT3
Beginning of Year 5	<p><u>Express a point of view</u> and <u>begin to give reasons</u> for it. <u>Make a link</u> to a source that supports a point of view. Begin to express a preference.</p>
5.1	<p><u>Express a point of view</u> and <u>give a reason</u> for it. <u>Make a link</u> that supports a point of view. Express a preference.</p>
5.2	<p><u>Express a point of view</u> and <u>give reasons</u> for it. <u>Make a link</u> that considers different sources to support a point of view. Express a preference and consider other ideas.</p>
5.3	<p><u>Express a point of view</u> and <u>give many/multiple reasons for it.</u> <u>Make a link</u> to many sources that support a point of view. <u>Begin to arrive at judgements</u></p>
Embedded/GDS	<p style="color: #e91e63;"><u>Express a point of view</u> and <u>give many/multiple reasons for it.</u> <u>Make links</u> to many sources that support a point of view. <u>Begin to arrive at judgements</u></p>