

## Religious Education Concepts Assessment Tracker

Objective:	Date Assessed:	Limited Understanding	Able to mimic this with help	Off the gap list! Can explain and apply this	Can reason with this and use it in any context
<b>RE1 - Shared symbols and rituals</b> – The concept: Communities are strengthened by shared rituals, actions, ‘sacred’ symbols and objects.					
<b>Shared Symbols &amp; Rituals Y1</b> Understand people with the same religion or belief share the same symbols and rituals.					
<b>Shared Symbols &amp; Rituals Y2</b> Understand the meaning behind some symbols and rituals. Can give examples from religions and non-religions.					
<b>Shared Symbols &amp; Rituals Y3</b> Understand symbols and rituals can be ‘SACRED’ and why damaging them or changing them can be offensive to a group.					
<b>Shared Symbols &amp; Rituals Y4</b> Pupils show they understand the meaning of ‘Religious Expression’ and can describe how some people express this through symbols, clothing and rituals.					
<b>Shared Symbols &amp; Rituals Y5</b> Pupils understand how symbols and rituals are used in religious practices such as weddings. They can suggest ideas why the symbols and rituals are used in this way.					
<b>Shared Symbols &amp; Rituals Y6</b> Pupils understand ways people in groups feel closer when they have shared symbols and rituals. Can compare how different religions and non-religions achieve this.					

**RE2 – Living a Good Life** – The concept of a ‘moral code’. Communities even with a range of religions or worldviews. Can share views of what is ‘good’

<p><b>Living a Good Life Y1</b> Pupils can identify a moral message in a story and have a sense of right or wrong.</p>					
<p><b>Living a Good Life Y2</b> Pupils can retell religious and other stories as examples of morals they feel are right.</p>					
<p><b>Living a Good Life Y3</b> Pupils understand the concept of moral codes and how they impacts people’s lives. They can show their understanding with examples from different religions and non religions</p>					
<p><b>Living a Good Life Y4</b> Pupils understand how a country like England which was mainly Christian, had its community and life influenced by moral codes</p>					
<p><b>Living a Good Life Y5</b> Pupils understand that many religions and humanism have moral codes. They can explain how the same values are expressed in different religions.</p>					
<p><b>Living a Good Life Y6</b> Pupils understand how moral codes shape how people lead their lives and how they express their identity. They understand the value of this diversity and how it strengthens society.</p>					

**RE3 – Ultimate Questions** – The concept that everyone has their own worldview helping them make sense of life’s experiences beyond just words.

<p><b>RE3- Ultimate Questions Y1</b> Pupils understand that different people are puzzled by different questions and have different feelings. They can discuss theirs.</p>					
<p><b>RE3- Ultimate Questions Y2</b> Pupils have enough understanding of others views to question with empathy and may understand different view on right and wrong.</p>					
<p><b>RE3- Ultimate Questions Y3</b> Understand how influences and experiences in their lives may shape or have shaped their personal beliefs and actions. They can question these or review what they believe.</p>					
<p><b>RE3- Ultimate Questions Y4</b> Understands how their own norms, values, commitments and actions have been influenced by others and can make links between how other people act based on how the same things have influenced them.</p>					
<p><b>RE3- Ultimate Questions Y5</b> Has the ability to show understanding of their own beliefs and of others. They can relate this understanding to a wide range of questions such as why people act as they do, how different people see their identity or how people feel belonging, meaning or purpose.</p>					
<p><b>RE3- Ultimate Questions Y6</b> Has the ability to ask challenging questions about the role of religion in all aspects of life and come up with informed and empathetic answers. They can overturn sources of information that influence prejudice.</p>					