

Lighthouse Federation

Happisburgh CE Primary Academy

Planning and Assessment in Religious Education

At the Lighthouse Federation we continue to adapt and develop assessment in RE to ensure that we are able to track progress and to enable all pupils to flourish.

We believe RE is a core subject with a central role to play in our curriculum, enabling our pupils to develop religious literacy and to become world-wide citizens.

Our planning and assessment process will be as follows...

- Our RE lead develops the RE topic cycle, using the RE resources from the Diocese of Norwich
- Teachers use the Diocese of Norwich planning documents, Understanding Christianity, the assessment suite and the age-related expectations for RE to ensure topics are well planned and opportunities for assessment are embedded within them.
- Teachers use questions from the assessment suite to create quizzes and to identify key questions which they will return to over the course of a topic.
- Teachers use an assessment grid to regularly record children who needed support or stand-out in lessons over the course of a topic.
- Teachers use these assessment grids, along with information from other assessment opportunities to make a termly assessment for each pupil in RE.
- Our RE lead will monitor the assessment grids and undertake pupil book studies and lesson observations to gain an understanding of attainment and progress in RE across the Federation.
- Our RE lead will discuss progress and attainment in RE with class teachers, focusing on additional support or extension which would be provided to children and any adaptations to planning or our topic cycle which might be needed.

Age-related expectations for each unit will be placed in children's book so that teachers and pupils can refer to this as they learn.

Happisburgh CE Primary Academy – RE Topic Cycle (based on planning from the Diocese of Norwich)

Theology Philosophy Human social sciences

Maple Class – YR/1/2				
Cycle 1				
Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians? Understanding Christianity Unit 1.5	How did the universe come to be? Understanding Christianity Unit 1.2
Christianity	Christianity, Islam	Judaism	Christianity	Christianity
Cycle 2				
Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Why is light an important symbol for Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus? Understanding Christianity Unit 1.3	How do Christians belong to their faith family? Understanding Christianity Unit 1.4	How do Jewish people celebrate Passover (Pesach)	Why do people have different views about the idea of God? Understanding Christianity Unit 1.1
Christianity, Islam, Hinduism	Christianity	Christianity	Judaism	Christianity, Humanism

Horse Chestnut Class – Y3/4				
Cycle 1 – Year 3 enquiries				
Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
How do people express commitment to a religion/worldview in different ways?	What is the Trinity? Understanding Christianity Unit 2a.3	What is philosophy? How do people make moral decisions? Understanding Christianity Unit 2a.4	What do Muslims believe about God?	What difference does being a Muslim make to daily life?
Christianity	Christianity	Christianity, Humanism	Islam	Islam
Cycle 2 – Year 4 enquiries				
Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Where do religious beliefs come from? Understanding Christianity Unit 2a.1	What do we mean by truth? Is seeing believing?	How do religious groups contribute to society and culture? Understanding Christianity Unit 2a.2	Why is there so much diversity of belief within Christianity? Understanding Christianity Unit 2a.6	What does sacrifice mean? (some theology aspects) Understanding Christianity Unit 2a.5
Christianity	Multi-faith including Sikhism	Christianity, Hinduism	Christianity	Christianity, Humanism

Oak Class – Y5/6				
Cycle 1 – Year 5 enquiries				
Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Is believing in God reasonable? Understanding Christianity Unit 2b.1	How has a belief in God or Allah impacted on music and art through history? Understanding Christianity Unit 2b.8	What can we learn about the world, knowledge and the meaning of life from the great philosophers? Understanding Christianity Unit 2b.5	What difference does the resurrection make to Christians? Understanding Christianity Unit 2b.6 and 2b.7	What do Hindus believe? How do they express their faith?
Christianity, Humanism	Christianity, Islam	Christianity, Buddhism	Christianity	Hinduism
Cycle 2 – Year 6 enquiries				
Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
How and why does religion bring peace and conflict? Understanding Christianity Unit 2b.3	How do Buddhists explain the suffering in the world?	What does it mean to be human? Is being happy the greatest purpose in life? Understanding Christianity Unit 2b.4	Creation and science: conflicting or complementary? Understanding Christianity Unit 2b.2	How do beliefs shape identity for Muslims?
Christianity	Buddhism	Christianity, Humanism	Christianity, Humanism	Islam

Assessment grid – to be completed for each unit

Unit title:

Theology

Philosophy

Human Social Sciences

(circle)

	Substantive knowledge	Disciplinary knowledge			
Knowledge and sequence			Support	Standout	Notes

Teacher assessment of knowledge, skills and vocabulary applied

Present knowledge (working towards expected standard)	Operate on and with knowledge (working at expected standard)	Conceptual understanding with depth (working at greater depth)
Notes for future teaching – scaffolding and next steps (whole class or individual)		

These assessments will feed into teacher assessments at the end of each term.
Progress to be monitored by the class teacher and subject leader.