



TPS Religious Education and World View Assessment

End of EYFS Teacher Judgement

Emerging

- Talks about own experiences.
- Notices some stories, celebrations and special people.
- Begins to recognise that people are different.

Expected

- Recognises that people belong to different communities.
- Talks about some religious and non-religious celebrations.
- Knows that Christians believe in God and that Jesus is important to Christians.
- Asks questions and listens to the ideas of others.
- Shows respect for different beliefs and traditions.

Exceeding

- Retells stories and discusses their meaning.
- Makes simple comparisons between beliefs, celebrations and communities.
- Explains some similarities and differences between people's worldviews.
- Responds thoughtfully to questions about belonging, belief and celebration

Assessment Area	Working Towards	Expected Standard	Greater Depth
Beliefs and Stories	Recognises that some stories, books and places are special to different people.	Talks about some stories, celebrations and beliefs that are important to Christians and other people. Recognises that Christians believe in God and that Jesus is special to Christians.	Retells stories and talks about what they might mean for believers. Begins to make connections between stories and people's beliefs or actions.
Community and Belonging	Recognises that they belong to different groups such as family, class or clubs.	Talks about communities they belong to and recognises that people belong to different religious and non-religious communities. Recognises that some Christians belong to a church community.	Explains similarities and differences between communities and begins to talk about why belonging is important to people.
Celebrations and Special Times	Recognises some celebrations and special events.	Describes some celebrations such as Christmas, Diwali, Hanukkah, Eid or birthdays and talks about why they are important to people.	Compares celebrations and identifies similarities and differences between the ways families and communities celebrate.
Questions and Curiosity	Shows curiosity and responds to stories, objects and pictures.	Asks questions about beliefs, celebrations, stories and special places. Shares their own ideas and listens to the ideas of others.	Suggests possible answers to questions and talks confidently about why people might believe different things.
Respect and Understanding	Notices that people are not all the same.	Recognises that people have different beliefs, families, traditions and ways of living. Shows respect when talking about differences.	Talks positively about diversity and explains some similarities and differences between religious and non-religious worldviews.



End of Year 1 Teacher Judgement

Working Towards

- Recalls some stories and celebrations.
- Uses a small amount of religious vocabulary.
- Gives simple personal opinions.

Expected

- Describes key Christian and Jewish beliefs and practices.
- Retells stories and explains simple meanings.
- Makes simple links between beliefs and actions.
- Asks and answers questions about stories and beliefs.

Greater Depth

- Explains what stories and celebrations teach believers.
- Gives reasons for opinions and questions.
- Makes simple comparisons between beliefs and practices.
- Explains how beliefs can affect choices and behaviour.

Assessment Area	Working Towards	Expected Standard	Greater Depth
Theology Understanding beliefs, teachings and sources of authority	Recognises some Christian and Jewish stories and beliefs. Identifies that God is important to believers.	Describes that Christians believe God created the world and that Jesus is special. Describes that Jewish people believe in one God and know that Abraham is important in Judaism. Retells key events from Bible stories and Jewish stories.	Explains what stories teach believers about God, Jesus and how to live. Uses examples from stories to support simple explanations.
Human & Social Sciences Understanding lived religion and worldviews	Describes some celebrations and religious practices.	Explains how Christians celebrate Christmas and baptism and how Jewish people celebrate Shabbat. Describes some ways that beliefs influence celebrations, traditions and daily life.	Compares simple similarities and differences between Christian and Jewish celebrations and practices. Explains why these practices are important to believers.
Philosophy Thinking, questioning and reflecting	Asks simple questions about stories and beliefs. Gives personal responses.	Asks thoughtful questions about Bible stories, miracles and beliefs. Talks about right and wrong and explains simple reasons for opinions. Begins to recognise that people may think differently.	Gives reasons for questions and opinions. Suggests different possible answers and shows awareness that there may not always be one right answer.
Use of Vocabulary	Uses some religious words correctly.	Accurately uses vocabulary including God, Creator, Jesus, Christmas, baptism, Bible, miracle, Abraham, Jewish, Shema, Shabbat, synagogue, rule and celebration.	Selects and uses vocabulary appropriately when describing beliefs and practices.
Making Connections	Identifies simple links between stories and beliefs.	Makes simple connections between beliefs and actions, for example linking Creation to caring for the world, baptism to belonging, and Shabbat to obedience and worship.	Explains how beliefs influence the choices people make. Begins to compare different worldviews and practices.



End of Year 2 Teacher Judgement

Working Towards

- Retells stories and identifies beliefs.
- Describes some religious practices.
- Uses a small range of religious vocabulary.
- Gives simple personal responses.

Expected

- Explains key Christian and Hindu beliefs and practices.
- Makes simple links between belief and action.
- Uses appropriate religious vocabulary.
- Gives reasons for opinions and decisions.

Greater Depth

- Explains how beliefs influence behaviour.
- Compares different viewpoints and practices.
- Uses examples to support ideas.
- Recognises that people may think differently about important questions.

Assessment Area	Working Towards	Expected Standard	Greater Depth
Theology Understanding beliefs, teachings and sources of authority	Identifies some Christian and Hindu beliefs. Retells stories about God and worship.	Explains that Christians learn about God through the Bible, Jesus, prayer and worship. Describes Christians' beliefs that God is loving, kind, just and Creator. Explains that Hindus believe in one God (Brahman) understood in different ways.	Explains how stories, teachings and symbols help believers understand God. Gives reasons why beliefs about God may influence how people live and worship.
Human & Social Sciences Understanding lived religion and worldviews	Describes some things Christians and Hindus do when they worship.	Explains why Christians meet together for worship, learning, prayer, celebration and service. Explains how Hindus worship at home and in the mandir through puja and aarti. Describes how beliefs influence actions.	Compares Christian and Hindu worship and identifies similarities and differences. Explains how worship and community influence everyday life.
Philosophy Thinking, questioning and reflecting	Gives simple opinions about right and wrong. Asks questions about stories and beliefs.	Explains that different people may have different ideas about right and wrong. Discusses how Christians use teachings, stories, leaders and conscience to help make decisions. Gives reasons for personal opinions.	Justifies opinions using simple reasoning and examples. Begins to compare different viewpoints respectfully and recognises that there may be more than one possible answer.
Use of Vocabulary	Uses some religious vocabulary correctly.	Accurately uses vocabulary including Bible, God, Creator, Lord, worship, church, prayer, Christian, Brahman, puja, aarti, mandir, conscience, right and wrong.	Selects and applies vocabulary correctly when explaining beliefs, worship and moral choices.
Making Connections	Identifies simple links between beliefs and actions.	Makes connections between Bible stories, beliefs about God and the choices Christians make. Makes simple connections between Hindu beliefs and worship practices.	Explains how beliefs, worship and behaviour connect together. Compares ideas from different worldviews and recognises similarities and differences.



End of Year 3 Teacher Judgement

Working Towards

- Retells religious stories and identifies beliefs.
- Describes some religious practices.
- Uses basic religious vocabulary.
- Gives simple personal responses.

Expected

- Explains beliefs, stories and practices using appropriate vocabulary.
- Makes connections between beliefs and actions.
- Compares aspects of Christianity and Islam.
- Uses examples to support opinions and explanations.

Greater Depth

- Explains how beliefs influence behaviour and identity.
- Recognises that people may interpret beliefs differently.
- Compares viewpoints thoughtfully.
- Supports ideas with evidence from stories, practices and sacred texts.

Assessment Area	Working Towards	Expected Standard	Greater Depth
Theology Understanding beliefs, teachings and sources of authority	Identifies key beliefs about Jesus and Allah. Retells stories, parables and miracles.	Explains that Christians believe Jesus' teachings help people know how to live. Explains key Muslim beliefs including Tawhid, Muhammad and the Night of Power. Makes simple links between beliefs and sacred texts.	Explains how beliefs influence the lives of Christians and Muslims. Uses examples from parables, miracles and Islamic teachings to explain why believers act as they do.
Human & Social Sciences Understanding lived religion and worldviews	Describes some ways Christians and Muslims show belonging.	Explains how Christians express belonging through worship, communion, baptism, festivals and church life. Explains how Muslims show devotion through respect for the Qur'an and commitment to Allah. Recognises that people practise religions in different ways around the world.	Compares how different Christian communities and Muslims express beliefs and belonging. Explains how faith influences everyday behaviour, identity and commitment.
Philosophy Thinking, questioning and reflecting	Asks questions about stories, beliefs and religious practices. Gives simple opinions.	Discusses questions about inspiration, belonging, meaning and truth. Explains how art, stories and sacred texts can influence people's understanding and beliefs. Gives reasons for opinions.	Considers different interpretations and viewpoints. Explains how the same story, artwork or teaching may be understood differently by different people.
Use of Vocabulary	Uses some key religious vocabulary correctly.	Accurately uses vocabulary including Gospel, disciple, parable, miracle, worship, communion, Eucharist, Tawhid, Allah, Muhammad, Qur'an, Hafiz, devotion and belonging.	Selects and applies vocabulary confidently when explaining similarities, differences and beliefs across worldviews.
Making Connections	Identifies simple links between beliefs and actions.	Makes connections between beliefs, stories, worship and the way people live. Compares aspects of Christianity and Islam using examples from learning.	Explains how beliefs, practices and values connect together. Recognises both similarities and differences between religious traditions and can offer reasons for them.



End of Year 4 Teacher Judgement

Working Towards

- Describes key beliefs, stories and religious practices.
- Uses some appropriate religious vocabulary.
- Gives personal responses to questions and ideas.
- Identifies simple similarities and differences between worldviews.

Expected

- Explains Christian and Sikh beliefs, teachings and practices using appropriate vocabulary.
- Makes connections between beliefs, worship, symbols and ways of living.
- Explains different viewpoints about spiritual and religious questions.
- Compares aspects of Christianity, Sikhi and other worldviews using examples.

Greater Depth

- Analyses how beliefs influence identity, worship and community life.
- Evaluates different viewpoints using reasons and evidence.
- Explains similarities, differences and diversity within and between traditions.
- Applies learning from different worldviews to explore unfamiliar questions and situations.

Assessment Area	Working Towards	Expected Standard	Greater Depth
Theology Understanding beliefs, teachings and sources of authority	Identifies key beliefs about Jesus, God and Sikhi. Retells stories and information from religious sources.	Explains Christian beliefs about Jesus as the Son of God, Messiah and part of the Trinity. Explains Sikh beliefs about Waheguru, the Mool Mantra and the importance of Guru Nanak and Guru Granth Sahib. Uses religious vocabulary appropriately.	Explains how beliefs about God influence how Christians and Sikhs live. Compares beliefs about God across religions and uses evidence from religious sources to support explanations.
Human & Social Sciences Understanding lived religion and worldviews	Describes some religious practices, places and traditions.	Explains how Christians and Sikhs express their beliefs through worship, prayer, service and community life. Explains how and why religious practices have changed over time and recognises the importance of places of worship and pilgrimage.	Analyses how beliefs influence worship, identity and community. Explains similarities and differences in practice within and between traditions and considers why these differences exist.
Philosophy Thinking, questioning and reflecting	Gives simple opinions about religious and spiritual questions. Recognises that people may think differently.	Explains different viewpoints about prayer, spirituality and religious belief. Discusses whether places can be spiritual and whether prayer makes a difference. Justifies opinions using examples.	Evaluates different viewpoints about spirituality, prayer and religious experience. Gives balanced reasons and considers more than one possible answer to a question.
Use of Vocabulary	Uses some religious vocabulary correctly.	Accurately uses vocabulary including Trinity, incarnation, Messiah, prayer, miracle, spiritual, pilgrimage, Waheguru, Guru Nanak, Guru Granth Sahib, Gurdwara, worship and Sewa.	Selects and applies vocabulary confidently when explaining similarities, differences and beliefs.
Making Connections	Identifies simple links between beliefs and actions.	Makes connections between beliefs, worship, symbols, sacred texts and ways of living. Compares aspects of Christianity, Sikhi and other worldviews studied.	Explains how beliefs, practices and experiences connect together across different worldviews. Applies learning when discussing unfamiliar questions or situations.



End of Year 5 Teacher Judgement

Working Towards

- Primarily describes beliefs, practices and traditions.
- Uses some religious vocabulary.
- Gives simple opinions and responses.

Expected

- Explains beliefs, teachings and practices using appropriate vocabulary.
- Makes connections between belief and action.
- Compares worldviews and justifies viewpoints using examples and evidence.

Greater Depth

- Evaluates different viewpoints and interpretations.
- Uses evidence confidently from multiple worldviews.
- Recognises complexity and diversity within and between traditions.
- Constructs balanced arguments and reasoned conclusions.

Assessment Area	Working Towards	Expected Standard	Greater Depth
Theology Understanding beliefs, teachings and sources of authority	Identifies key beliefs and teachings from Christianity and Islam. Retells stories, parables and accounts from sacred texts.	Explains key concepts such as salvation, sacrifice, wisdom, prophethood and revelation. Makes links between sacred texts, beliefs and religious practice. Explains why Muhammad is known as the Seal of the Prophets and how Christians gain wisdom from scripture and Jesus' teachings.	Evaluates the significance of teachings and sources of authority. Compares different interpretations and explains how beliefs influence people in different ways. Uses evidence from scripture and religious traditions to support answers.
Human & Social Sciences Understanding lived religion and worldviews	Describes religious practices, traditions and celebrations. Identifies how beliefs influence behaviour.	Explains how beliefs are expressed through baptism, rites of passage, the mosque, prayer, charity and community life. Describes how the Five Pillars and Christian practices shape identity and belonging.	Analyses the relationship between beliefs, practices and identity. Evaluates the importance of community, worship and commitment for believers. Recognises diversity within religious traditions.
Philosophy Thinking, questioning and reflecting	Expresses opinions about moral and philosophical questions and listens to the views of others.	Compares religious and non-religious perspectives on wisdom, morality, purpose and living a good life. Uses reasons and examples to justify opinions.	Evaluates different viewpoints and sources of wisdom. Constructs reasoned arguments about morality, commitment and the meaning of a good life. Recognises that people may reach different conclusions from the same evidence.
Use of Vocabulary	Uses some subject-specific vocabulary correctly.	Accurately uses vocabulary including salvation, sacrifice, wisdom, parable, prophet, revelation, Hadith, Ummah, mosque, baptism, rite of passage, worldview, virtue and morality.	Selects and applies vocabulary confidently to explain, compare and evaluate ideas across different worldviews.
Making Connections	Identifies simple links between beliefs and actions.	Makes clear connections between beliefs, practices, scripture, identity and behaviour. Compares different religious and non-religious viewpoints.	Synthesises learning from multiple units and worldviews when responding to unfamiliar questions and scenarios. Explains both similarities and differences between traditions.



End of Year 6 Teacher Judgement

Working Towards

- Primarily describes beliefs, practices and traditions.
- Uses some religious vocabulary.
- Gives simple opinions and responses.

Expected

- Explains beliefs, teachings and practices using appropriate vocabulary.
- Makes connections between belief and action.
- Compares worldviews and justifies viewpoints using examples and evidence.

Greater Depth

- Evaluates different viewpoints and interpretations.
- Uses evidence confidently from multiple worldviews.
- Recognises complexity and diversity within and between traditions.
- Constructs balanced arguments and reasoned conclusions.

Assessment Area	Working Towards	Expected Standard	Greater Depth
Theology Understanding beliefs, teachings and sources of authority	Identifies key beliefs and concepts studied in Christianity, Hindu Dharma and other worldviews. Retells information from stories and sacred texts.	Explains concepts such as resurrection, salvation, karma, dharma, samsara and moksha using appropriate religious vocabulary. Makes links between sacred texts, beliefs and religious practice. Explains that believers may interpret beliefs differently.	Evaluates the significance of beliefs and teachings for believers today. Uses evidence from multiple sources to justify explanations. Evaluates differing interpretations and considers why disagreement exists within traditions.
Human & Social Sciences Understanding lived religion and worldviews	Describes religious practices, celebrations and traditions. Identifies examples of belief influencing behaviour.	Explains how beliefs are expressed through charity, service, pilgrimage, worship and community life. Uses examples of individuals, charities and communities to show the impact of belief. Compares religious and non-religious worldviews.	Analyses the relationship between belief and action. Evaluates the impact of beliefs on individuals, communities and society. Draws nuanced comparisons and recognises diversity within and between traditions.
Philosophy Thinking, questioning and reflecting	Expresses opinions about big questions and recognises that people hold different viewpoints.	Compares religious and non-religious perspectives on questions of truth, morality, purpose and meaning. Justifies opinions using evidence, examples and reasoning. Participates respectfully in discussion and debate.	Constructs balanced arguments, considers counter-arguments and evaluates strengths and weaknesses of different viewpoints. Recognises faulty reasoning and weighs evidence before reaching conclusions.
Use of Vocabulary	Uses some subject-specific vocabulary correctly.	Accurately uses key vocabulary including resurrection, salvation, stewardship, karma, dharma, samsara, moksha, pilgrimage, worldview, Humanism, morality and evidence.	Selects and applies vocabulary precisely to explain, compare and evaluate complex ideas.
Making Connections	Identifies simple links between beliefs and actions.	Makes clear connections between beliefs, practices, sources of authority and lived experience across different worldviews.	Synthesises learning from multiple worldviews and applies this to evaluate complex questions and unfamiliar scenarios.