

# Outcomes and Assessment Guidance for Teachers of Religious Education

## “I Can...” Tools for progression and learning

This outcomes and assessment guidance for teachers of RE is provided by SACRE to help schools using the 2019 RE Agreed Syllabus.

This 2019 guidance has been written for SACRE by Lat Blaylock, the Editor of RE Today. He was the specialist writer for the RE Council's 'National Curriculum Framework for RE' endorsed by the DfE and published in October 2013. This guidance paper is endorsed by SACRE with whom RE Today holds the joint copyright. This section of the guidance outlines an approach using the statutory outcomes of the syllabus to generate examples of 'I can...' statements to show learners what the lesson objectives or learning outcomes are, in relation to the three fold aims of RE. These are a convenient way of using the outcomes, but are not intended to imply only self assessment: teachers can use these for planning and setting lesson outcomes too.

The issues around assessment in RE are complex and diverse: practice varies greatly in different schools. This guidance provides teachers of RE in all different school settings with food for thought and some practical ways to clarify progress and achievement in RE and enable teachers to plan assessment clearly and carefully. This in turn enables pupils to work progressively towards the expected outcomes for 7, 11 and 14 year olds, setting good standards in RE.

## Progression overview for 5-14s: the statutory outcomes for RE

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
<b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	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;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Explain and interpret ways that the history and culture of religions and world views 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;
<b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell 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;	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;	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world;
<b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	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;
<b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;	Explain the religions and world views 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;
<b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	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;	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 world views, accounting for the impact of diversity within and between communities;
<b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
<b>Gain &amp; deploy skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	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;	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;	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;
<b>Gain &amp; deploy skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	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;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;
<b>Gain &amp; deploy skills:</b> 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.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	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.	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 Can...”

## A tool for using the outcomes as a progression guide Developed for users of the RE Agreed Syllabus 2019

### Introduction: The use of ‘I can...’ statements

The 2019 SACRE RE Syllabus has developed and piloted one approach to assessment in RE which uses outcomes and ‘skills pyramids’ to picture progression and set expectations. This work feeds into RE planning and outcome-setting from the RE Council’s DfE endorsed ‘National Curriculum Framework for RE’ (published in October 2013)

The RE outcomes in the Agreed Syllabus have been used to generate examples of ‘I can’ statements for pupils achieving the outcomes for 5-14 year olds. Teachers across the key stages may find this approach useful in setting expectations, planning progression and enabling learners to move towards high standards in RE.

**They are only examples**, and teachers will see how they might be adapted to different curriculum content, or age groups and to different religions. Of course, no programme of study would cover all these examples. Teachers should seek to generate their own ‘I can...’ statements in relation to the knowledge, content and skills they are teaching.

**The colours of the examples are given in relation to the three fields of enquiry. Blue text is about knowledge and understanding of religion. Brown text**

**denotes ‘expressing and communicating ideas’.** Green text denotes ‘gaining and deploying RE skills.’

**Whilst some lessons and outcomes are obviously of one strand, others can cut across two or three strands, dependent on how they are presented / explored. Good practice avoids atomising learning - there is one principal aim in RE with three elements - even though teachers find it useful to see the skills as three contributors to overall progress.**

It is not possible to be comprehensive in giving ‘I Can...’ statements for all aspects of RE learning: the proper diversity of the ways the syllabus is implemented, the religions studied and schools’ own emphases make this a task too far. Instead, here, we give lots of examples that also show any teacher how to generate their own examples.

Building the bridge from the outcomes approach to the classroom is part of the teacher’s task. These are general ‘I can...’ statements, but each school will need to apply the approach. These examples are written to imply a learning activity very clearly, and as such may not connect with the way any individual school approaches the programme of RE work. They are an illustration of good practice, but not more than that: they are not

requirements in any sense. It cannot be overemphasised that these are just examples, intended to show how schools and teachers can picture progress towards the outcomes.

As a development activity, teachers might take any unit of RE work from their syllabus and write some ‘I can...’ statements that put the learning targets into pupil friendly speech. This is easier than it might look, but usually needs to be drafted and redrafted. As always, the teacher’s judgement about the best fit of a step to a piece of work is central. The scale is just as useful in setting tasks and expectations as it is in weighing up what pupils have achieved ~ maybe more so.

Continuity with GCSE is established here as well: the 2016 and following ‘9-1’ GCSE criteria use the expectations and outcomes of the Framework, so progress from 14-16 will connect easily to this set of ‘I can...’ approaches.

**Good ‘I can...’ statements use the skill words from the RE outcomes and sharpen them against the content the pupils will study. They are simple and clear, saying exactly what a pupil is achieving en route to the outcomes at the end of the key stage.**

<p>Recall, name, talk about, observe, notice, recognise, find out about....</p>	<p>I can recall, name and talk about simple beliefs, stories and festivals in RE</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Remember and tell someone three things that happened in the Mary and Joseph story at Christmas.</li> <li>Name a church or a mosque or a synagogue from a picture</li> <li>Say what happened to the Baby Moses after he was left in the bulrushes.</li> <li>Put six pictures from (e.g) the Divali story or a story of Guru Nanak in the right order.</li> <li>Talk about a 7 branched candlestick: where would you see this, and what does it stand for to Jews?</li> <li>Speak about my own celebrations and someone else's celebrations.</li> <li>Recall the outlines of some religious stories.</li> <li>Recall and name some objects they have learned about to do with Jewish Shabbat.</li> <li>Identify something that religious people believe: e.g. there is one God.</li> <li>Talk about what happens at a non-religious wedding ceremony.</li> </ul>	<p>I can observe, notice and recognise simple aspects of religions in my own community in RE</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Observe from a visit to a Mosque what happens for Muslims at prayer time</li> <li>Notice three things about the inside of a church that show it is a sacred place</li> <li>Recognise that some people believe God is great, kind and invisible</li> <li>Say why unfair shares are a bad idea.</li> <li>From 6 artefacts or pictures, pick three that are associated with Christians, or three that are used in a Mosque.</li> <li>Recognise that 'belonging' is important and talk about: who do I belong to? How does it show?</li> <li>Consider how symbols of light make me feel, and make me think.</li> <li>Notice that Brighton and Hove has lots of different kinds of religious buildings and talk about who uses them and how.</li> <li>Notice the value of silent reflection when we want to remember the most important things in life.</li> </ul>	<p>I can notice and begin to find out about religions and beliefs</p> <ul style="list-style-type: none"> <li>Find out about the things that matter most in a Mosque or a Church or a Gurdwara and notice what matters most to me.</li> <li>Notice some interesting and puzzling questions I'd like to know about to do with God and creation.</li> <li>Consider: who is my favourite person in a story of Christmas, Divali, Vaisakhi or Eid Al Fitr?</li> <li>Find out why people think it is good to share things fairly.</li> <li>Notice the feelings that go with thanking and being thanked, praising and being praised.</li> <li>Find out (by asking? By trying it out?) how it feels to create / make something myself, and how it would feel if someone spoiled what I had made.</li> <li>Notice what we enjoy about big days and celebrating.</li> <li>Find out what are the big days of the year for different people.</li> <li>Notice that some people follow a religion, but many others do not.</li> </ul>	<p>Outcomes for most 6 year olds</p>
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Identify, retell, describe simply, give examples, think, talk and ask questions about religion and belief for myself	<p>I can retell and suggest a meaning for a religious story, object or practice.</p> <p>In good learning activities pupils could</p> <ul style="list-style-type: none"> <li>Listen to a Jewish story of Creation and put 7 pictures of the creation story into the right order (retell by sequencing)</li> <li>Give an example of a religious festival for Sikhs, Christians and Muslims</li> <li>Match up some Christian beliefs to some Christian symbols and artefacts (which one shows belief in Jesus? In God the creator?).</li> <li>Retell a story of the Hajj at Makkah in your own words.</li> <li>Suggest a meaning for a story, parable or saying by a religious teacher</li> <li>Use a saying of Jesus as a title and theme to a story made up by me, which is about children of my own age (e.g. 'Love Your Neighbour' or 'Do Not Worry').</li> <li>Suggest the meaning of two things that matter to a Christian or to a Muslim.</li> </ul>	<p>I can ask questions and give opinions about religious beliefs and ideas</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Give an example of how religious belief makes a difference to what someone eats, wears or believes</li> <li>Collect examples of what people do, give, sing, remember, or think about at Divali, Easter, Vaisakhi or Eid Al Fitr</li> <li>Suggest what a Christian might do because of something that Jesus said e.g. 'Love Your Neighbour' 'Forgive your enemies'.</li> <li>Suggest how a Sikh might follow the example of one of the gurus</li> <li>Ask 3 questions about how a Muslim might follow the example of the Prophet</li> <li>Collect a list of some things that I think are precious, though money can't buy them and use the list to think about values.</li> <li>Give my opinions about questions to do with God.</li> <li>Respond to the idea that music can be used to worship God, considering simple examples which express a feeling like joy or excitement. How does singing together make us feel?</li> </ul>	<p>I can collect, use and respond to ideas for myself in RE</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Collect and talk about ideas in stories about people from the Muslim, Jewish or Christian religions, noticing what matters to them.</li> <li>Respond to questions about what happens in a synagogue, mosque or church during a school visit</li> <li>Respond to ideas about what makes a Christian, Jewish or Muslim hero a special person.</li> <li>Think and talk about ideas to do with saying sorry and forgiving people: why does it matter?</li> <li>Collect ideas about the 5 daily prayers Muslims perform, responding sensitively to the practice</li> <li>Make up some good questions to ask 'the person who knows everything' / God / Allah.</li> <li>Respond for myself to ideas from stories about people who were kind, generous or brave from sacred texts, including my own ideas about values</li> </ul>	Outcomes for most 7 year olds
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Describe, connect, suggest examples, suggest meanings, connect religion to life, suggest answers to questions including my own ideas	<p>I can describe beliefs, concepts and texts from religions and worldviews</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Describe three things Christians believe in, and connect the beliefs to what happens at Christmas</li> <li>Use two quotes from the Qur'an to describe two key Muslim concepts.</li> <li>Describe three ways Hindus celebrate or worship at home or in the Mandir, connecting practice to beliefs</li> <li>Describe some symbols of belonging that Hindus, Muslims or Christians use when they worship.</li> <li>Connect ideas about two Muslim artefacts (e.g. Qur'an stand and Prayer mat) with the fast during Ramadan and celebration of Eid.</li> <li>Make a thoughtful link between how a Bible story is used in Church, and how it may have an impact on a Christian child (e.g. the story of Jesus washing the disciples' feet).</li> <li>Connect examples of the teachings of a holy book to beliefs found in that religion</li> <li>Select quotes from scriptures that support particular beliefs in one religion.</li> </ul>	<p>I can give thoughtful responses to my learning about religions and worldviews regarding stories, teachings, concepts, texts, how religious people live, celebrations and worship.</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Connect a piece of Christian music and a Bible text that inspired it (e.g from Handel's Messiah, or Stormzy's 'Blinded by your grace'.</li> <li>Respond thoughtfull to the meaning of some features of a mosque and synagogue, expressing what Muslims and Jews mean when they worship.</li> <li>Express ideas about how Hindu vegetarianism is connected to Hindu beliefs and concepts about Atman, the idea that divine life is in every living creature.</li> <li>Thoughtfully answer the question 'what are the purposes of a sacred place?' connecting texts and worship</li> <li>Express my ideas about some Bible quotes about values and behaviour linked to the work of some Christian charities</li> <li>Use Jewish texts to explain how and why the Torah is used in the synagogue</li> <li>Respond thoughtfully to the work of a Sikh development charity and to examples of stories from the life of Guru Nanak about money, poverty and generosity.</li> </ul>	<p>I can consider, discuss and suggest answers to questions, including my own ideas, about the differences religion makes to life</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Suggest reasons why worshippers choose to attend a Muslim Mosque or Hindu Mandir or Christian Church.</li> <li>Consider good questions about poems in which people express their faith or their atheism and suggest some answers.</li> <li>Hear arguments for and against worshipping and praying every day, and suggest answers to 'why' questions about this.</li> <li>Discuss the answers Christians and Muslims give to questions about their practice of giving to charity at Christmas (e.g. Christian Aid or The Children's Society) and Zakat (giving charity or alms to the poor).</li> <li>Consider and express my own ideas about Hindu values such as harmlessness / vegetarian diet: how would our school change if we all lived by this value?</li> <li>Discuss some things people do to find peace, stillness and rest (including the practices of worship) connecting these to their own lives and ways of being calm</li> <li>Discuss links between religious leaders who they have studied and</li> </ul>	Outcomes for most 9 year olds
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			the kind of person children their age like to 'follow'.	
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<p><b>Explain and give meanings for texts, compare ideas, use evidence and examples, connecting my own reflections and views to studies and developing insights.</b></p>	<p>I can outline ideas and practices from different religions and worldviews linking different viewpoints.</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Outline three key Muslim beliefs and three key Christian beliefs, connecting them by commenting on similarities</li> <li>Connect up the meaning of three Bible verses to Christian concepts of life after death and funeral practice.</li> <li>Outline their ideas about how three verses from the Dhammapada connect to the ways Buddhists meditate and choose to live.</li> <li>Explain the meaning of three symbolic actions of worship in the Gurdwara</li> <li>Use quotes from sacred writing to outline different viewpoints on ethical questions, e.g. about money, peace, prejudice or racism</li> <li>Outline my understanding of why Believer's Baptism matters to Baptist Christians, using Bible texts and comparing it with another 'ceremony of belonging'.</li> <li>Use the right words to give the meanings of four of the Muslim '99 Names' of Allah.</li> <li>Explain some connections between charity and scripture in two religions.</li> </ul>	<p>I can use evidence and examples to express ideas of my own thoughtfully in RE.</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Express my idea of three examples of what pilgrims might hope for on their way to Makkah / Iona / Jerusalem</li> <li>Express my ideas about examples of evidence for belief in God and for atheism</li> <li>Give thoughtful reasons for the impact of Amrit in Khalsa Sikh life, and for their own sense of what matters at 'coming of age.'</li> <li>Express my ideas about evidence and examples in discussing how far Christian Aid puts the teachings of Jesus into action</li> <li>Give evidence and examples of art, drama or poetry which express the spiritual ideas of two contemporary religious leaders.</li> <li>Consider examples of British Muslim approaches to serving the wider community, connecting these to teaching from the Qur'an and Sunnah</li> <li>Devise four good questions about what makes a leader worth following, and state what a Sikh might say about Guru Nanak's leadership, expressing my own ideas thoughtfully.</li> <li>Give a piece of evidence and a reason for my views about life after death</li> </ul>	<p>I can apply ideas about religions and worldviews expressing my own ideas and insights thoughtfully.</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Suggest some answers to 'why' questions about Jesus, Bishop Tutu and Mother Teresa, applying ideas like selflessness, altruism or generosity reflectively.</li> <li>Develop an insight into the idea of 'doing to others as you want them to do to you' connecting my reflections to religious ideas.</li> <li>Consider and reflect on the question: how would religions change if they really lived by the 'Golden Rule'?</li> <li>Reflect insightfully on how Martin Luther King or Malcolm X were inspired by their faith to work for racial equality.</li> <li>Refer to Islamic sources or quotations in applying my own ideas to Muslim belief about God.</li> <li>Take three sayings of Guru Nanak, Jesus or the Buddha and respond with my own ideas and insights.</li> <li>Create a statement of my own beliefs about God, life after death or human values referring to ideas from two religions I've studied.</li> </ul>	<p><b>Outcomes for most 11 year olds</b></p>
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<p>own</p> <p>Explain important beliefs reasonably, described differed interpretations, use reasons and examples, respond reasonably to the challenges of religion and belief with coherent views of my</p>	<p>I can explain the impact of important beliefs reasonably, connecting ideas, practices and viewpoints.</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Explain and interpret how Christians and Humanists share 3+ similar ideas about ethics but have some opposing ideas about God and life after death.</li> <li>Explain some differences the Five Pillars make to Muslim lifestyle individually, and in the community of the Ummah (impact).</li> <li>Explain 2+ reasons each for the authority given to the Guru Granth Sahib, the Bible or the Qur'an for a Sikh, a Christian and a Muslim.</li> <li>Connect up the practices and beliefs about prayer and meditation found in different communities: Why do Buddhists and Christians spend time in silence and stillness?</li> <li>Describe different interpretations of how to worship from a Quaker, a Roman Catholic, a Baptist and an Anglican, and explain what is distinctive about each. Explain a common authority and belief for them all.</li> <li>Explain, using the language of 'authority' what it means for a Jew or Christian to take Genesis 1-3 literally, or to read it as a symbolic text.</li> <li>Describe two different interpretations of religious experiences such as near death experiences or answered prayer.</li> </ul>	<p>I can use explain diverse ideas and viewpoints clearly in various forms.</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Use reasons and examples to explain how Christians put Jesus' teaching about prayer into action.</li> <li>Use reasons and examples to explain how Muslims put the example of the Prophet about worship into action today</li> <li>Explore and explain the reasoning of Humanists and Muslims for their beliefs about life's end / the afterlife</li> <li>Deduce ideas and beliefs from architecture: how and why do Mosques, Mandirs, Viharas express ideas from the faith?</li> <li>Recognize and explain an example of my understanding of something unique from each of four religions, using appropriate terminology.</li> <li>Suggest 3+ explanatory reasons why some scientists see religion as a problem, but others see it as a partner.</li> <li>Communicate clear ideas about making British society more respectful in the light of religious teachings studied.</li> <li>From a consideration of the differences between pilgrims and tourists, explain the importance of different pilgrimages in different faiths.</li> </ul>	<p>I can investigate and explain why religions and worldviews matter.</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> <li>Investigate claims that God may be encountered / heard / felt in the worship of religious communities, explaining my own ideas about music, stillness and communal reflection and celebration.</li> <li>Investigate and explain what some Christian and Muslim leaders say about peace and conflict, relating the ideas to my own ways of life.</li> <li>Investigate and explain what Hindus and Christians see as the purposes of life, expressing my own views or beliefs about purpose and destiny.</li> <li>Explain two influences that sometimes make people tell lies, and two influences that encourage truthfulness.</li> <li>Express views that make reference to two religions on the fact that the 85 richest people in the world own more money than the poorest 3 ½ billion.</li> <li>Investigate and express my views about what is sacred in Hinduism and in Judaism. Express my views about living without sacred authorities (as for example in Humanism)</li> </ul>	<p>Outcomes for most 14 year olds</p>
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Extensive examples of pupils' RE work, in standards files are available at:

<http://www.natre.org.uk/about-natre/projects/current-ongoing-projects/>

<http://old.natre.org.uk/qcda/>