

CREATE Federation
Taddington, Peak Dale and Dove Holes Primary School
Religious Education Assessment Rationale
Integrating Spiritual Enquiry with Attitudes to Learning (A2L)

Curriculum Philosophy: The “Enquiry” Approach

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address. Our curriculum integrates the ****Salisbury Diocese (Understanding Christianity)**** core concepts with the ****Derbyshire Agreed Syllabus****. We aim for pupils to not only know about religions but to express ideas about their nature, significance, and impact, and develop the skills needed to engage seriously with diverse worldviews.

Assessment is woven into the enquiry process, moving from **Emerging** (recalling beliefs) to **Expected** (making connections) and **Exceeding** (evaluating diverse perspectives and justifying personal responses).

The A2L “Litmus Test”

We utilise the ****Attitude to Learning (A2L)**** criteria (Levels 1-10) as a “litmus test” for spiritual and philosophical achievement. High A2L scores indicate a child is reflecting deeply and showing empathy for others’ beliefs. Conversely, an **A2L Barrier** identifies a risk that a child may struggle with the abstract nature of concepts like “Covenant” or the resilience needed to engage with complex moral dilemmas.

Integrated RE Progress & A2L Barrier Map

Phase-Specific Support at Home

Phase 1: Pre-school & Reception (Foundations of Wonder)

- **Behaviour:** Practice “Stillness” for 1 minute before a meal or while looking at a natural wonder.
- **Active Voice:** Use “I wonder...” prompts when reading stories about kindness or special people.
- **Ownership:** Let them choose a “Special Object” from home to talk about in their own “news” time.
- **Fixed Mindset:** If they ask a big question (“Where do we go?”), explore the wonder of not knowing.

Phase 2: Year 1 & Year 2 (The Junior Enquirer)

- **Behaviour:** Practice “Respectful Listening” when someone else describes their favourite holiday or tradition.
- **Active Voice:** Use the “Symbol Hunt”: Look for symbols of belonging in the community (crosses, stars, etc.).

Level / Year	Assessment Endpoints	Active Barrier	Voice	Behaviour Barrier	Ownership Barrier	Mindset / Safety Net
L1-4 (EYFS)	Talk about special people, stories, and places. Identify where we belong. Care for the special world.	Unable to ask "Why?" or "How?" regarding religious stories.		Rushing through moments of "stillness" or reflection.	Failure to connect personal belonging to wider communities.	Quitting when a story has no clear ending. Waiting for adult answers.
L5-6 (Y1-Y2)	Recall Incarnation and Salvation. Recognise sacred books. Identify symbols of belonging (Christian, Muslim, Jewish).	Failing to use technical terms like "Incarnation" or "Sacred."		Rushing through discussion of sacred objects/texts without respect.	Fragmented narrative; unable to suggest meanings for stories.	Refusal to consider how others celebrate differently.
L7-8 (Y3-Y4)	Explain Covenants and the "Big Story." Understand the Kingdom of God and Hindu festivals. Debate Right vs Wrong.	Failing to initiate dialogue about abstract concepts like "Hope."		Failing to listen to peers during debates on moral values.	"Mostly equipped" only; failing to bring personal experiences to RE.	Ignoring anomalies/differences in beliefs to find an easy answer.
L9-10 (Y5-Y6)	Enquire into the Existence of God. Evaluate Genesis vs Science. Analyse modern issues (Art vs Charity).	Passive participation stops the critical analysis of diverse views.		Failing to explain the implications of a religious teaching on life.	Lack of precision in explaining the "Fall" or "Atonement."	Avoiding difficult ethical dilemmas (e.g. Suffering or Agnosticism).

- **Ownership:** Help them keep a "Special Times" calendar on the fridge for family and community events.
- **Safety Net:** Encourage them to find one fact about a different religion from a library book or website.

Phase 3: Year 3 & Year 4 (The Analytical Investigator)

- **Behaviour:** Discuss "Rights and Responsibilities" in the home and how they connect to values.
- **Active Voice:** Debate at dinner: "Is it more important to follow a rule or to be kind? Why?"
- **Ownership:** Quiz them on the "Big Story" of the Bible—can they name the sequence from Creation to Salvation?
- **Fixed Mindset:** Celebrate "Big Questions" that have no single answer, discussing different possibilities.

Phase 4: Year 5 & Year 6 (The Critical Thinker)

- **Behaviour:** Model "Empathetic Listening" when watching news stories about global issues or conflicts.
- **Active Voice:** Ask them to explain the difference between a "scientific" and a "poetic" view of the world.

- **Ownership:** Have them research a primary source (a person of faith) to understand their daily motivations.
- **Safety Net:** Encourage “Self-Governing” research for talks on complex topics like “Suffering” or “Charity.”

Note: Identification of an A2L barrier suggests potential gaps in religious understanding or enquiry skills. Learning overviews cover the specific units from the Salisbury and Derbyshire syllabuses.