<table>
<thead>
<tr>
<th>Year/Grade</th>
<th>Knowledge – I know:</th>
<th>Understanding – I understand:</th>
<th>Significance &amp; Influence – I can:</th>
<th>Analyse and Evaluate – I can:</th>
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</table>
| Y7 Y8 Y9  | - an extensive range of religious and philosophical vocabulary to provide a consistent and detailed explanation of religions and beliefs.  
- many examples, facts and figures from lessons and my wider research and I can use these as evidence to make my arguments convincing. | - the importance of religious diversity in a plural society. | - clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time.  
- synthesise effectively to create my accounts of the varied forms of religious spiritual and moral expression. | - analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments  
- give independent, well informed and highly reasoned insights into my own and others perspectives on religious and spiritual issues. |
| 9         | - an increasingly wide range of religious and philosophical vocabulary to demonstrate rigorous thinking and present coherent, informed and detailed arguments about beliefs, ethics and values  
- lots of examples, facts and figures and I can use these as evidence to support my arguments. | - the varied forms of religious spiritual and moral expression | - analyse religious material with reference to historical, cultural and social contexts | - analyse reflectively my own perspectives and those of others to draw balanced conclusions about religious, spiritual and ethical questions.  
- critically evaluate the impact of religions and beliefs on differing communities and societies |
| 8         | - a wide range of religious and philosophical vocabulary to show a coherent understanding of different religions and beliefs.  
- a range of examples, facts and figures and I can use these as evidence to support my arguments. | - different viewpoints about questions and issues raised by religion and belief.  
- key issues, values and questions of meaning and truth in different religions. | - account for the influence of history and culture on aspects of religious life and practice | - evaluate, using evidence and examples how religious and secular world views attempt to answer philosophical and ethical questions.  
E.g. Does God exist? |
| 7         | - a range of religious and philosophical vocabulary to give informed accounts of religions and beliefs.  
- good examples, facts and figures and I can use them effectively to make a clear point. | - that beliefs upon individuals, communities and societies can vary. | - interpret the significance of different forms of religious spiritual and moral expression | - use reasoning and examples to express insights into my own and others’ views on questions and issues raised by religion and belief.  
- consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges. |
| 6         | - a range of religious vocabulary to explain the beliefs of individuals and communities.  
- the impact of beliefs upon individuals and communities | - sources, practices, beliefs, ideas, feelings and experiences associated with religion.  
- lots of similarities and differences between religious groups. | - explain how religious sources are used to provide answers to ultimate questions and ethical issues.  
- suggest reasons for diversity in religion. E.g different Christian denominations and Sunni Shiai. | - formulate and suggest answers to questions raised by religion and belief, relating them to my own and others’ lives  
- explain what inspires and influences me, expressing my own views on the challenges of belonging to a religion. |
| 6 | 5 | 4 | - a range religious vocabulary to describe the beliefs of individuals and communities.  
- some good examples, facts and figures and I can use them to illustrate a point. | - some similarities and differences both within and between religions.  
- why people belong to religious groups. | - describe the impact of religion on people’s lives e.g. Martin Luther King and Gandhi. | - suggest meanings for a range of forms of religious expression  
- describe what inspires and influences me in relation to religion and belief. |
|---|---|---|---|---|---|---|
| 5 | 4 | 3 | - a growing range of religious vocabulary to describe some key features of religions.  
- I know key teachings from religious texts. | - different forms of religious expression  
- some similarities and differences in religious practice. | - begin to identify the impact religion has on believers’ lives.  
- make links between beliefs and sources, including religious stories and sacred texts. | - ask important questions about religion and beliefs, making links between my own and others’ responses. |
| 4 | 3 | 2 | - a good selection of religious words and phrases to identify some features of religion.  
- how religion is expressed in different ways. | - the importance of religion for some people  
- the importance of key religious stories e.g. the good Samaritan. | - explain the significance of key religious stories. | - recognise that some questions cause people to wonder and are difficult to answer.  
- evaluate why key stories are important to religious people. |
| 3 | 2 | 1 | - the names of key religious figures and can outline what they have done. E.g. Gandhi, Guru Nanak, Muhammad.  
- key religious symbols. | - the role that key religious figures play in religion. | - explain the importance of key people and places. | - recognise my own values and those of others. |
| 2 | 1 | - key religious places of worship. E.g. Gurdwara, Church, Mosque.  
- some key words for each topic. E.g. belief, religion. | - that religion can affect different communities. | - recognise key people and places. | - start to form and give my view on key religious issues. E.g. Should religions care about the planet? |
| 1 | - the names of the six major world religions.  
- examples of religious commitment. | - that there are different world religions  
- that religion is about people and the world. | - I can explain what commitment means. | - I can recognise my own values. |
## Religious studies

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<thead>
<tr>
<th>Objective</th>
<th>Requirements</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>AO1</td>
<td>Demonstrate knowledge and understanding of religion and belief, including:</td>
<td>50%</td>
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<tr>
<td></td>
<td>• beliefs, practices and sources of authority</td>
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<td>• influence on individuals, communities and societies</td>
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<td>• similarities and differences within and/or between religions and beliefs</td>
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<tr>
<td>AO2</td>
<td>Analyse and evaluate aspects of religion and belief, including their significance and influence</td>
<td>50%</td>
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