

KS3 'STAGES OF EXCELLENCE' – RE

	Year 7	Year 8	Year 9
4. Extending	<p>Evaluate questions and arguments personally and, at times, critically Use some disciplines of religious study to research ultimate questions Pupils articulate personal and, at times, critical responses to questions of meaning, purpose and truth and ethical issues. They can evaluate simply the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples. Pupils use a some religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They can analyze issues, values and questions of meaning and truth in some detail. They account for the influence of history and culture on some aspects of religious life and practice. They can explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They can use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression They are aware of abstract concepts to analyse issues of religions and beliefs They can explain coherently some consequences and influences of religions and beliefs on individuals and communities They can explain some of the varying influences of history and culture on aspects of religious life and practices They can evaluate the significance of religious and non-religious viewpoints, personally and across societies They can simply articulate insightful personal and critical responses to questions of belief and ethical issues They are aware of contrasting viewpoints, including their own, through the use of evidence and experience</p>	<p>Evaluate questions and arguments personally and critically Use varied disciplines of religious study to research ultimate questions Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They can evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples. Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They can analyze issues, values and questions of meaning and truth in detail. They can account for the influence of history and culture on some aspects of religious life and practice from different viewpoints. They can explain, in detail, why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They can use most of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression They are aware of most abstract concepts to analyse issues of religions and beliefs They can explain coherently a range of consequences and influences of religions and beliefs on individuals and communities They can explain a range of the varying influences of history and culture on aspects of religious life and practices They can evaluate the significance of religious and non-religious viewpoints, personally and across societies/cultures They can articulate insightful personal and critical responses to questions of belief and ethical issues They understand contrasting viewpoints, including their own, through the use of evidence and experience</p>	<p>All of Extending at Year 7 and 8 plus: An ability to provide an extensive explanation of the themes of a topic/question, laced with personal reflections, making good connections with the relevant religious concepts and arguments. An ability to structure a description, explanation and argument with reference to specific religious practices/events/festivals. An ability to explain and evaluate religious text extracts and other sources and the meaning of specific quotations/evidence</p>
3. Secure	<p>Pupils use religious and a limited range of philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies, using personal experience. They interpret sources and arguments to some extent, explaining the reasons that are used by different traditions to provide answers to ultimate questions and ethical issues. They can interpret the significance, to some degree, of different forms of religious, spiritual and moral expression</p>	<p>Pupils use religious and a range of philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies, using personal experience and viewpoints of others. They interpret sources and arguments, explaining the reasons that are used by different traditions to provide answers to ultimate questions and ethical issues. They can interpret the significance of different forms of religious, spiritual and moral expression</p>	<p>All of secure for year 7 and 8 plus: A heightened awareness of the philosophical questions surrounding the topic, with good use of a variety of responses and religious concepts with the ability to express a range of reasons, arguments and ideas clearly. An ability to structure a description and an explanation with reference to specific religious practices/events/festivals. An ability to explain religious text extracts and other sources and the meaning of specific quotations/evidence</p>

	<p>They can use religious and a limited philosophical terminology to explain religions, beliefs and value systems</p> <p>They can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>They can explain the reasons for diversity within and between religions and beliefs</p> <p>They can express clear views about how sources of inspiration and influence make a difference to their own beliefs</p> <p>They can recognize and explain how issues related to religion and belief are relevant in their own lives</p> <p>They can contribute to discussions and develop arguments about religious viewpoints and beliefs.</p>	<p>They can use religious and a philosophical terminology to explain religions, beliefs and value systems</p> <p>They can explain a range of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>They can explain the reasons for, and effects of, diversity within and between religions and beliefs</p> <p>They can express clear views about how sources of inspiration and influence make a difference to their own and others' beliefs</p> <p>They can recognize and explain how issues related to religion and belief are relevant in their own lives and lives of others.</p> <p>They can contribute to discussions and develop clear arguments and counter arguments about religious viewpoints and beliefs, and the challenges of commitment</p>	
<p>2. Developing</p>	<p>Pupils use an increasing range of religious vocabulary to explain the impact of beliefs on individuals and communities.</p> <p>They can describe why people belong to religions.</p> <p>They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest some possible reasons for this.</p> <p>They explain how religious sources are used to provide answers to ultimate questions and ethical issues,</p> <p>They can explain connections between questions, beliefs, values and practices in a few different belief systems</p> <p>They can recognise and explain the impact of beliefs and ultimate questions on themselves and their community.</p> <p>They can explain how and why differences in belief are expressed.</p> <p>They can identify what influences and inspires them, and why</p> <p>They can simply compare their own ideas and feelings about what other pupils think is important</p> <p>They can make some links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions</p>	<p>Pupils use a range of religious vocabulary to explain the impact of beliefs on individuals and communities.</p> <p>They can describe and explain in some detail why people belong to religions.</p> <p>They understand that similarities and differences, illustrate distinctive beliefs within and between religions and suggest a range of possible reasons for this.</p> <p>They explain and question how religious sources are used to provide answers to ultimate questions and ethical issues,</p> <p>They can explain in some detail the connections between questions, beliefs, values and practices in a few different belief systems</p> <p>They can recognise and explain in some detail the impact of beliefs and ultimate questions on themselves and their community, as well as other cultures.</p> <p>They can explain how and why differences in belief are expressed in a range of contexts.</p> <p>They can identify what influences and inspires them, and why in detail</p> <p>They can compare their own ideas and feelings about what other pupils/adults think is important</p> <p>They can make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions</p>	<p>All of secure for 7 and 8 plus:</p> <p>A good awareness of a number of issues highlighting a number of relevant themes, with reference to some religious concepts</p> <p>An ability to structure an explanation with reference to specific religious practices/events/festivals.</p> <p>An ability to explain religious text extracts and the meaning of specific quotations.</p>
<p>1. Novice</p>	<p>Pupils use a limited but developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>They make links between them and describe some similarities and differences both within and between religions.</p> <p>They describe the impact of religion on people's lives.</p> <p>They suggest meanings for a range of forms of religious expression.</p> <p>They can express their own experiences and feelings</p> <p>They can identify what is important to themselves and may be important to others.</p> <p>They can make limited links between beliefs, stories and practices</p> <p>They can identify the impacts of beliefs and practices on people's lives</p> <p>identify similarities and differences between religions and beliefs.</p>	<p>Pupils use a growing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>They make more complex links between them and describe some similarities and differences both within and between religions.</p> <p>They describe and explain the impact of religion on people's lives.</p> <p>They suggest multiple meanings for a range of forms of religious expression.</p> <p>They can express their own experiences and feelings as well as those of others</p> <p>They can identify what is important to themselves and may be important to a range of cultures.</p>	<p>All of novice for year 7 and 8 plus:</p> <p>A basic awareness of the issues, picking out only one or two themes, simple explanation.</p> <p>An ability to structure a basic explanation with reference to specific religious practices/events/festivals.</p> <p>An ability to explain basic religious text extracts and the meaning of specific quotations.</p>

		<p>They can make clear/detailed links between beliefs, stories and practices</p> <p>They can identify the impacts of beliefs and practices on people's lives and explain similarities and differences between religions and beliefs.</p>	
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