

| Year 9  | Working Towards  | Evidence | Meeting  | Evidence | Exceeding   | Evidence |
|---|--|----------|--|----------|---|----------|
| <b>A01:</b> Beliefs , practices and sources of authority.   | Use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs.  |          | Use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs.  |          | Use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs.   |          |
| <b>A01:</b> Influence on Individuals, ,communities and societies.                                     | Analyse issues, values and questions of meaning and truth. Account for the influence of history and culture on aspects of religious life and practice.   |          | Contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. Critically evaluate the impact of religions and beliefs on differing communities and societies.  |          | Evaluate in depth the importance of religious diversity in a pluralistic society. Clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time.  |          |
| <b>A01:</b> Similarities and differences within and /or between religions and beliefs                 | Analyse why the consequences of belonging to a faith are not the same for all people within the same religion or tradition.  |          | Analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. Interpret and evaluate varied forms of religious, spiritual and moral expression.                               |          | Provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. Synthesise effectively accounts of the varied forms of religious, spiritual and moral expression.                       |          |
| <b>A02:</b> Analyse and evaluate aspects of religion and belief including significance and influence  | Articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. Analyse the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples. |          | Analyse a range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. Synthesise a range of evidence, arguments, reflections and examples, justifying their own views and ideas and providing an evaluation of the perspectives of others. |          | Coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. Synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others |          |
| SPaG  | Spell and punctuate with considerable accuracy. Use rules of grammar with general control. Use a wide range of religious and philosophical vocabulary.   |          | Spell and punctuate with consistent accuracy. Use rules of grammar with general control. Use a wide range of religious and philosophical terms.  |          | Spell and punctuate with consistent accuracy. Use rules of grammar with effective control. Use a wide range of specialist religious, moral and philosophical I terms.   |          |
| Year 8  | Working Towards  | Evidence | Meeting  | Evidence | Exceeding   | Evidence |
| <b>A01:</b> Beliefs , practices and sources of authority.   | Use an increasingly wide religious vocabulary to explain the significance, meaning and importance of a variety of religious beliefs teachings and practices.   |          | Use religious and philosophical vocabulary to give informed accounts of religion beliefs practices and sources of authority.   |          | Use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs.   |          |
| <b>A01:</b> Influence on Individuals, ,communities and societies.                                     | Explain the impact of beliefs on individuals and communities. Describe why people belong to religions.   |          | Explain why the impact of religions and beliefs on individuals, communities and societies varies.  |          | Analyse issues, values and questions of meaning and truth. Account for the influence of history and culture on aspects of religious life and practice.  |          |
| <b>A01:</b> Similarities and differences within and /or between religions and beliefs.                | Understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.  |          | Explaining the reasons for diversity within and between religions and beliefs. Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.                              |          | Analyse why the consequences of belonging to a faith are not the same for all people within the same religion or tradition.   |          |
| <b>A02:</b> Analyse and evaluate aspects of religion and belief including significance and influence  | Ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. Use evidence to begin to explain the significance and influence of different religions studied.   |          | Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. Express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth.  |          | Articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. Analyse the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.    |          |
| SPaG  | Spell and punctuate with reasonable accuracy. Use rules of grammar with some control. Use a range of religious terms as appropriate.   |          | Spell and punctuate with accuracy. Use rules of grammar with control. Use a range of religious and philosophical terms as appropriate  |          | Spell and punctuate with considerable accuracy. Use rules of grammar with general control. Use a good range of religious and philosophical terms.   |          |
| Year 7  | Working Towards  | Evidence | Meeting  | Evidence | Exceeding   | Evidence |
| <b>A01:</b> Beliefs , practices and sources of authority.   | Use some religious words and phrases to recognise and name features of religious life and practice.  |          | Use a developing religious vocabulary to describe some key features of religions.  |          | Use an increasingly wide religious vocabulary to explain the significance, meaning and importance of a variety of religious beliefs teachings and practices.  |          |
| <b>A01:</b> Influence on Individuals, ,communities and societies.                                     | Begin to identify features of religion and link this to people's lives.  |          | Begin to identify the impact religion has on believers' lives.   |          | Explain the impact of beliefs on individuals and communities. Describe why people belong to religions.  |          |
| <b>A01:</b> Similarities and differences within and /or between religions and beliefs.                | Recall religious stories and recognise some different symbols, and other verbal and visual forms of religious expression. Identify basic differences between religions.  |          | Recognise similarities and differences. Make links between beliefs and sources, including religious stories and sacred texts.  |          | Understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.   |          |
| <b>A02:</b> Analyse and evaluate aspects of religion and belief including significance and influence. | Talk about their own experiences and feelings and what is of value and concern to themselves and to others. Identify that religion can link to people's behaviour.   |          | Start to ask important questions about religion and beliefs, making links between their own and others' responses. Describe different points of view and begin to outline some issues arising from different beliefs.  |          | Ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. Use evidence to begin to explain the significance and influence of different religions studied.  |          |
| SPaG  | Spell and punctuate with limited accuracy. Use rules of grammar with some control. Know some basic religious terms.  |          | Spell and punctuate with reasonable accuracy. Use rules of grammar with some control. Know some Religious terms.   |          | Can spell and punctuate with accuracy. Use rules of grammar with control. Use a range of specialist terms as appropriate  |          |

**A01= Demonstrate knowledge and understanding of religion and belief.**

**A02 = Analyse and evaluate aspects of religion including their significance and value.**

## KS3 RE A.R.M CODES

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| <b>B (+ = -)</b> | <b>A01:1</b> Beliefs , practices and sources of authority.   |
| <b>I (+ = -)</b> | <b>A01:2</b> Influence on Individuals, ,communities and societies  |
| <b>S (+ = -)</b> | <b>A01:3</b> Similarities and differences within and /or between religions and beliefs.  |
| <b>A(+ = -)</b>  | <b>A02:</b> Analyse and evaluate aspects of religion and belief including significance and influence.                                |
| <b>Spag</b>      | Spell and punctuate with reasonable accuracy. Use rules of grammar with some control. Use a range of religious terms as appropriate. |