

KS3 Progression Grid – Religious Education

<p>By the end of KS3, pupils will know:</p> <ul style="list-style-type: none"> • Basic beliefs and practices connected to Judaism, Hinduism, Christianity, Islam in depth with an overview of other Eastern religions and non-religious worldviews including Humanism. • How a person’s religious or non-religious worldview impacts their thinking about the world, their approach to life and their understanding of morality. • How to explain the importance of beliefs and practices, supporting their arguments with evidence from sources of wisdom and authority. • How to evaluate opinions with reference to specific religious and non-religious views using religious teachings and ethical theories. 					
	Foundational Knowledge: ACQUIRE	Beliefs: APPLY	Practices: APPLY	Meaning and Purpose: ACQUIRE / APPLY	What does Greater Depth look like?
Year 9 Expected	<p>Philosophy and Ethics Can outline the origins of atheism and humanism. Can understand what ethical decisions are apply a variety of approaches to moral choices including intentionalist, consequentialist, absolute and relative morality, utilitarianism and situation ethics. Can explain why people applying different ethical approaches would make different decisions in a variety of situations.</p> <p>Religion and the Environment Can outline different approaches to the origins of the universe. Can explain what is meant by the concepts of stewardship and dominion. Can outline different religious attitudes to animals and apply this to vegetarianism. Can explain different religious and non-religious attitudes to animal rights. Can outline arguments for and against animal experimentation.</p> <p>Matters of Life and Death Can explain what is meant by the sanctity of life. Can explain different reasons for having children. Can outline different forms of fertility treatment and make links to religious teachings on the sanctity of life. Can explain what is meant by abortion and outline current UK law connected to this topic. Can explain what is meant by euthanasia and outline the current UK law connected to this topic. Can explain religious and non-religious attitudes toward life after death.</p>	<p>Philosophy and Ethics Can explain the main beliefs of atheists and humanists including the main reasons for rejecting the existence of God. Can explain why people disagree about how to make moral decisions. Can explain why people believe specific approaches to ethics are better than others.</p> <p>Religion and the Environment Can explain what Christians, Jews and Muslims believe about creation. Can begin to interpret religious teachings about the origins of the universe. Can explain why Jews and Hindus have different beliefs about animals. Can apply religious teachings to the topic of animal experimentation.</p> <p>Matters of Life and Death Can explain religious teachings about the sanctity of life. Can explain religious beliefs linked to having children. Can outline religious responses to fertility treatment. Can explain why there are different religious and non-religious views on abortion and make links to teachings. Can explain the tension between the sanctity of life and quality of life. Can outline different religious teachings about the afterlife. Can explain why non-religious people disagree about whether there is life after death.</p>	<p>Philosophy and Ethics Can outline the main practices of humanists and identify elements that link to religion. Can explain how intentionalists and consequentialists would approach moral choices differently. Can compare how the utilitarian and situation ethics approaches could result in different behaviour.</p> <p>Religion and the Environment Can consider how beliefs about the origins of the universe impact on treatment of the environment. Can explain why there are different approaches to the environment within religions. Can explain why religious teachings impact on whether people eat meat. Can explain religious and non-religious approaches to experimenting on animals.</p> <p>Matters of Life and Death Can explain how humans show life is sacred and ways in which we do not uphold the sanctity of life. Can explain which methods of fertility treatment might be more acceptable to religious believers. Can give reasons why people disagree when human life begins and explain how this impacts their beliefs about abortion. Can explain why many religious people reject euthanasia but some believe it is the lesser of two evils. Can explain how belief in a heaven and hell might impact the life of religious believers.</p>	<p>Philosophy and Ethics Can consider the validity of arguments against the existence of God and rank these in terms of the strength of the arguments. Can apply different models of ethics to make a variety of moral choices. Can reflect on their own personal approach to ethics and consider which model best aligns with their beliefs.</p> <p>Religion and the Environment Can reflect on their own beliefs about the origins of the universe and personal beliefs about the environment. Can reflect on the treatment of animals in the meat industry and consider whether it is acceptable to eat meat. Can reflect on their own beliefs and critically question whether experimenting on animals is acceptable for cosmetics and medicine.</p> <p>Matters of Life and Death Can reflect on the value of human life and discuss how it should be treated. Can make judgements about good and bad reasons to have children and weigh up personal responsibility in this area. Can reflect on their own beliefs about fertility treatment and link to ethics. Can discuss arguments for and against abortion and consider whether the law should be changed. Can evaluate arguments for and against legalising euthanasia and explain their own position. Can evaluate the arguments for and against life after death and come to a personal conclusion.</p>	<p>Students who achieve Greater Depth in Y9 Religious Education will consistently meet the Expected criteria and demonstrate elements of the following:</p> <p>Consistent use of a wide range of religious and non-religious terminology. Increasingly accurate interpretation and application of teachings from <u>at least</u> three world religions. Consistent development of arguments with thorough evidence, correctly applied to a wide range of religious and non-religious issues. Confidence and accuracy in appraising the strength of arguments. The application of wider knowledge not taught within the curriculum to a broad range of religious and non-religious topics. The ability to compare and contrast several different religious worldviews, non-religious worldviews and explain their own worldview with clarity and confidence.</p>

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Year 8 Expected	<p>Christianity: Jesus</p> <p>Can link the main ideas within the Creation story in Genesis to the concept of Messiah.</p> <p>Can identify expectations about the arrival of the Messiah based on Old Testament prophecies.</p> <p>Can outline the evidence in the birth stories of Jesus in the Gospels of Matthew and Luke that Jesus fulfils the prophecies.</p> <p>Can outline different miracles of Jesus.</p> <p>Can identify key teachings of Jesus and Mc explain how these will impact a person’s life.</p> <p>Can outline the main events of holy week and explain why the Jews and Romans wanted Jesus dead.</p> <p>Can outline the evidence for the resurrection of Jesus and explain its importance to Christians.</p> <p>Islam</p> <p>Can understand the Abrahamic origins of Islam and how this links to prior study of Judaism and Christianity.</p> <p>Can outline the main events in the life of the Prophet Ibrahim and compare these stories to how they are recorded in the Torah / Bible.</p> <p>Can explain how Ibrahim demonstrated his faith in Allah by his obedience.</p> <p>Can connect the story of Ibrahim to the life of Muhammad.</p> <p>Can outline the key events in Muhammad’s early life and consider how his experiences prepared him to be a messenger of Allah.</p> <p>Can explain the key events in Muhammad’s later life including his call to be a prophet, the contents of his message and the challenges he faced.</p> <p>Can outline the 6 Beliefs of Sunni Islam and begin to identify similarities and differences between Sunni and Shi’a beliefs.</p> <p>Can outline the 5 Pillars of Islam and explain their importance to Muslims today.</p> <p>Can identify the main features of a mosque and explain why this is such an important place for Muslims.</p>	<p>Christianity: Jesus</p> <p>Can explain Jewish and Christian beliefs about the role of the Messiah.</p> <p>Can evaluate the evidence for and against Jesus being the Messiah the Jews were waiting for.</p> <p>Can explain religious beliefs about the nature of miracles.</p> <p>Can outline some teachings of Jesus and explain why Christians believe these are still relevant today.</p> <p>Can explain what Christians believe about the life, death and resurrection of Jesus.</p> <p>Islam</p> <p>Can explain how Abraham / Ibrahim links the religions of Judaism, Christianity and Islam.</p> <p>Can outline Muslim beliefs about the origins and importance of the Ka’bah.</p> <p>Can explain the role of the Prophets within Islam and why Muslims believe the Prophet Muhammad is so important.</p> <p>Can outline the basic principles behind the 6 Beliefs of Sunni Islam and compare these to the beliefs of Shi’as.</p> <p>Can explain why Muslims will go to the Mosque in order to worship and be taught from the Qur’an.</p>	<p>Christianity: Jesus</p> <p>Can explain why Christians believe Jesus was the Messiah.</p> <p>Can explain why Jews reject Jesus as Messiah.</p> <p>Can suggest why Christians trust the Gospel accounts of the life and teaching of Jesus.</p> <p>Can explain how Christians will express the teachings of Jesus in their lives.</p> <p>Can explain how Christians respond to conspiracy theories linked to the resurrection of Jesus.</p> <p>Can explain the importance of Christian beliefs about salvation and atonement.</p> <p>Islam</p> <p>Can explain how the life of Prophets including Ibrahim and Muhammad are good examples for Muslims to follow.</p> <p>Can explain why Muslims use a range of sources of wisdom and authority to help guide them in life.</p> <p>Can explain how Muslims will express the 6 Beliefs in their daily lives.</p> <p>Can explain how the beliefs of Islam connect with the practices of Islam expressed in the 5 Pillars.</p> <p>Can outline what Muslims will do when they attend the mosque.</p>	<p>Christianity: Jesus</p> <p>Can identify what is wrong with the world and consider whether a Messiah / Saviour figure is needed.</p> <p>Can consider how we should treat sacred texts, in particular accounts of miracles.</p> <p>Can reflect on the relevance of teachings of Jesus to their own lives and the wider world.</p> <p>Can analyse evidence for the resurrection and come to a personal conclusion about whether this was a historical event.</p> <p>Islam</p> <p>Can consider why there are differences between the accounts of the life of Ibrahim in the Torah / Bible and the Qu’ran – which should we trust?</p> <p>Can reflect on the nature of Ibrahim’s faith and consider whether his obedience was too extreme.</p> <p>Can consider the impact of traumatic experiences in Muhammad’s early life and connect this to modern life.</p> <p>Can reflect on similarities and differences within the same religions and discuss the significance of these.</p> <p>Can consider the importance of places of worship within the community.</p>	<p>Students who achieve Greater Depth in Y8 Religious Education will consistently meet the Expected criteria and demonstrate elements of the following:</p> <p>Consistent use of a broader range of religious terminology.</p> <p>Increasingly accurate interpretation and application of teachings from two world religions.</p> <p>Consistent Development of arguments with relevant evidence that is correctly applied to a broad range of religious issues.</p> <p>Increasing confidence and accuracy in appraising the strength of arguments.</p> <p>The application of wider knowledge not taught within the curriculum to a broader range of topics.</p> <p>The ability to compare and contrast several different religious worldviews and explain their own worldview with increasing clarity.</p>

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Year 7 Expected	<p>Belief in God Can understand what is meant by the term God. Can outline basic characteristics of God. Can use religious terminology connected to belief in God. Can explain reasons why people disagree about whether God exists. Can outline arguments about the existence of God e.g. the design argument and the Problem of Evil.</p> <p>Judaism Can outline significant events in the lives of key characters within the Torah e.g. Abraham, Joseph and Moses. Can explain why these historical figures are important to modern Jews. To know the events of the Passover and the symbolism connected to this festival. To have a basic understanding of the Ten Commandments. To explain key Jewish beliefs about Shabbat. To know the main features of a Synagogue.</p> <p>Hinduism Can outline what is meant by Hindu Dharma. Can explain how Hindus worship and how the senses are used to enhance the experience. Can outline basic Hindu beliefs about God and consider whether the majority of Hindus are polytheists or monotheists. Can identify some sacred texts acknowledged by Hindus and consider whether sacred texts still relevant sources of wisdom / authority today. Can explain why Hindus celebrate Diwali and consider why is light triumphing over darkness an important theme in religion. Can outline Hindu beliefs about life after death and explain how this differs from the Abrahamic faiths.</p>	<p>Belief in God Can explain their own beliefs about God using religious terminology giving reasons. Can understand why people will disagree with their viewpoint and give reasons why. Can come to a justified personal conclusion about whether God exists. Can begin to make judgements about the strength of arguments for and against beliefs.</p> <p>Judaism Can outline basic Jewish religious beliefs about God and key figures in the Torah. Can outline the main elements of the Exodus of the Jews from Egypt and explain what this teaches them about the nature of God. To explain why Jews rest on the Sabbath day. Can explain what beliefs are linked to the features of a Synagogue.</p> <p>Hinduism Can explain where the Hindu traditions originated and why there is such diversity. Can explain different Hindu beliefs about worship. Can outline Hindu beliefs about God including the main roles of the members of the Trimurti; Brahman, Vishnu and Shiva. Can consider whether Hindus are monotheists or polytheists. Can outline the main ideas within some Hindu sacred texts. Can explain what Hindus believe about Diwali. Can outline key Hindu beliefs about life after death and identify similarities and differences between these and other religious and non-religious worldviews.</p>	<p>Belief in God Can explain how believing in a Supreme Being might impact how people live. Can explain how people interpret evidence differently to come to different conclusions about God. To explain why some people reject the existence of God because of the problem of evil and suffering. To outline practical responses to the problem of evil and suffering.</p> <p>Judaism Can give examples of how the Ten Commandments impact the lives of modern Jews e.g. Shabbat. Can explain how and why Jews celebrate the Passover with reference to symbolism used within the festival. Can explain how Jews worship in the Synagogue.</p> <p>Hinduism Can explain how Hindus engage their senses in worship. Can explain why some Hindus choose to worship at home while others worship at the Mandir. To explain how Hindus use sacred texts today and consider why some are preferred to others. Can explain how and why Hindus celebrate Diwali. Can explain how Hindu beliefs about the afterlife impact on how Hindus live their lives.</p>	<p>Belief in God Can reflect on their own beliefs about God and explain the reasons behind this. Can listen to the beliefs of others and engage in respectful debate. Can evaluate the evidence for and against the existence of God and defend their own personal beliefs.</p> <p>Judaism Can consider the importance of morals / rules / laws with reference to the Ten Commandments. Can explain why religious people follow rules given by God such as having a day of rest i.e. Shabbat. Can evaluate the relevance of religious festivals to modern life with reference to the Passover. Can make links to key concepts within the Passover festival to their own lives.</p> <p>Hinduism Can consider the phenomenon of diversity within religion and between religions and question whether all religions can be true. Can reflect on whether the senses are good, bad or neutral. Can consider the role of sacred texts as source of wisdom and authority in the modern world. Can consider the importance of the theme of light triumphing over darkness in religion and more generally.</p>	<p>Students who achieve Greater Depth in Y7 Religious Education will consistently meet the Expected criteria and demonstrate elements of the following:</p> <p>Consistent use of religious terminology. Increasingly accurate interpretation and application of religious teachings. Consistent Development of arguments with relevant evidence that is correctly applied to the issue. An attempt to appraise the strength of the arguments. The application of wider knowledge not taught within the curriculum. The ability to compare and contrast different beliefs and explain their own worldview with increasing clarity.</p>