

Key learning steps- Life without levels

Subject: Religious Education				
Year	Step	Key Learning Outcomes	Skills developed	End of year /unit exam topic/s
Beginning of Year 7		Baseline no prior knowledge expected non-core subject.		
Summary of Year 7 History.				
End of Year 7	Step 1	<p>Grade 1 (expected to achieve a grade 3 in year 11) students should be able to make links between religious stories and beliefs. They can give reasons for certain actions by believers.</p> <p>Grade 2 students describe and show understanding of religious beliefs, sources, ideas, feelings and experiences and make links between them.</p> <p>Grade 3 students should be able to identify sources of religious beliefs and explain how distinctive beliefs arise. They can describe and explain the meaning and purpose of a variety of forms of worship.</p> <p>Grade 4 students should be able to identify similarities and differences between people's responses to social and moral issues because of their beliefs. They should also be able to</p>	<p>Grade 1 students can use a developing religious vocabulary to give reasons for religious actions and symbols.</p> <p>Grade 2 students can use religious terms and vocabulary to show an understanding of different religious beliefs and expressions.</p> <p>Grade 3 students have developed the skills of describing religious and have begun to explain the nature, origin and purpose of the source. They have begun to make basic links between sources and/or their own knowledge.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain and have begun to analyse inferences from the sources. • Begun to cross reference sources and/or their own knowledge. • Begun to analyse the nature, origin and purpose of a source of wisdom and authority. 	3x unit assessments and end of year exam.

		explain what beliefs and values inspire them and others.		
Summary of Year 8 Religious Education.				
End of Year 8	Step 2	<p>Grade 2 students describe and show understanding of religious beliefs, sources, ideas, feelings and experiences and make links between them.</p> <p>Grade 3 students should be able to identify sources of religious beliefs and explain how distinctive beliefs arise. They can describe and explain the meaning and purpose of a variety of forms of worship.</p> <p>Grade 4 students should be able to identify similarities and differences between people's responses to social and moral issues because of their beliefs. They should also be able to explain what beliefs and values inspire them and others.</p> <p>Grade 5 students should be able to explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and religious</p>	<p>Grade 2 students can use religious terms and vocabulary to show an understanding of different religious beliefs and expressions.</p> <p>Grade 3 students have developed the skills of describing religious and have begun to explain the nature, origin and purpose of the source of wisdom and authority. They have begun to make basic links between sources and/or their own knowledge.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain and have begun to analyse inferences from the sources. • Begun to cross reference sources and/or their own knowledge. • Begun to analyse the nature, origin and purpose of a source of wisdom and authority. <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain and have begun to analyse inferences from the sources. • Begun to cross reference sources and/or your own knowledge. • Analyse the nature, origin and purpose of a source of wisdom and authority. 	3x unit assessments and end of year exam.

		sources. They will be able to critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences.		
Summary of Year 9 Religious Education				
End of Year 9	Step 3	<p>Grade 3 students should be able to identify sources of religious beliefs and explain how distinctive beliefs arise. They can describe and explain the meaning and purpose of a variety of forms of worship.</p> <p>Grade 4 students should be able to identify similarities and differences between people's responses to social and moral issues because of their beliefs. They should also be able to explain what beliefs and values inspire them and others.</p> <p>Grade 5 students should be able to explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and religious</p> <p>Grade 6 students should be able to show a coherent understanding of faith, religion and belief, using a variety of sources and evidence. They should be able to critically evaluate religious and non-religious views and beliefs on questions of meaning and purpose.</p>	<p>Grade 2 students can use religious terms and vocabulary to show an understanding of different religious beliefs and expressions.</p> <ul style="list-style-type: none"> Grade 3 students have developed the skills of describing religious and have begun to explain the nature, origin and purpose of the source of wisdom and authority. They have begun to make basic links between sources and/or their own knowledge. <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> Explain and have begun to analyse inferences from the sources. of wisdom and authority. Begun to cross reference sources and/or their own knowledge. Begun to analyse the nature, origin and purpose of a source of wisdom and authority. <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> Explain and have begun to analyse inferences from the sources. Begun to cross reference sources and/or your own knowledge. Analyse the nature, origin and purpose of a source of wisdom and authority. <p>Grade 6 students will be able to do the following:</p> <ul style="list-style-type: none"> Analyse inferences from the sources of wisdom and authority. Cross reference sources of wisdom and authority and/or their own knowledge. Analyse the nature, origin and purpose of sources of wisdom and authority. 	3x unit assessments and end of year exam.

Summary of Year 10 Religious Education				
End of Year 10	Step 4	<p>Grade 4 students should be able to identify similarities and differences between people's responses to social and moral issues because of their beliefs. They should also be able to explain what beliefs and values inspire them and others.</p> <p>Grade 5 students should be able to explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and religious</p> <p>Grade 6 students should be able to show a coherent understanding of faith, religion and belief, using a variety of sources and evidence. They should be able to critically evaluate religious and non-religious views and beliefs on questions of meaning and purpose.</p> <p>Grade 7 students should be able to analyse a range of faiths, beliefs, and teachings, making reference to the sources of authority and wisdom for believers and by explaining how adherents interpret them. They should be able to use a comprehensive theological and philosophical vocabulary to analyse and interpret varied religious expression. They</p>	<p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain and have begun to analyse inferences from the sources of wisdom and authority. • Begun to cross reference sources and/or their own knowledge. • Begun to analyse the nature, origin and purpose of a source of wisdom and authority. <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain and have begun to analyse inferences from the sources of wisdom and authority. • Begun to cross reference sources and/or your own knowledge. • Analyse the nature, origin and purpose of a source of wisdom and authority. <p>Grade 6 students will be able to do the following:</p> <ul style="list-style-type: none"> • Analyse inferences from the sources of wisdom and authority. • Cross reference sources of wisdom and authority and/or their own knowledge. • Analyse the nature, origin and purpose of sources of wisdom and authority. <p>Grade 7 students will be able to do the following:</p> <ul style="list-style-type: none"> • Analyse inferences from the sources of wisdom and authority. • Effectively cross reference between sources and/or their own knowledge. • Analyse the nature, origin, audience and purpose of the source of wisdom and authority. 	End of unit assessments and end of year exam.

		will also be able to critically evaluate and justify their own and others' religious beliefs and ethical positions.		
Summary of Year 11 Religious Education				
End of Year 11 (Linked to exemplar module checklist/PLC)	Step 5	<p>Grade 4 students should be able to identify similarities and differences between people's responses to social and moral issues because of their beliefs. They should also be able to explain what beliefs and values inspire them and others.</p> <p>Grade 5 students should be able to explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and religious</p> <p>Grade 6 students should be able to show a coherent understanding of faith, religion and belief, using a variety of sources and evidence. They should be able to critically evaluate religious and non-religious views and beliefs on questions of meaning and purpose.</p> <p>Grade 7 students should be able to analyse a range of faiths, beliefs, and teachings, making reference to the sources of authority and wisdom for believers and by explaining how adherents interpret them. They should be able to use a comprehensive theological and philosophical vocabulary to analyse and interpret varied religious expression. They</p>	<p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain and have begun to analyse inferences from the sources. of wisdom and authority. • Begun to cross reference sources and/or their own knowledge. • Begun to analyse the nature, origin and purpose of a source of wisdom and authority. <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain and have begun to analyse inferences from the sources of wisdom and authority. • Begun to cross reference sources and/or your own knowledge. • Analyse the nature, origin and purpose of a source of wisdom and authority. <p>Grade 6 students will be able to do the following:</p> <ul style="list-style-type: none"> • Analyse inferences from the sources of wisdom and authority. • Cross reference sources of wisdom and authority and/or their own knowledge. • Analyse the nature, origin and purpose of sources of wisdom and authority. <p>Grade 7 students will be able to do the following:</p> <ul style="list-style-type: none"> • Analyse inferences from the sources of wisdom and authority. • Effectively cross reference between sources and/or their own knowledge. • Analyse the nature, origin, audience and purpose of the source of wisdom and authority. 	End of unit assessments, mock exam and terminal exam.

		<p>will also be able to critically evaluate and justify their own and others' religious beliefs and ethical positions.</p> <p>Grade 8 students should provide a coherent and detailed analysis of faith, religion and beliefs. They should also be able to provide a coherent philosophical and evaluative account of the relationship between beliefs and ways of life. Grade 8 students will typically be able to provide independent, well-informed and highly reasoned insights into their own and other's religious beliefs and world views.</p>		
--	--	---	--	--