

7.1 Religion and Worldviews

An investigation into the concept of religion and worldviews

7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> Attempt to describe an idea using simple vocabulary. Some awareness of the purpose and audience. Some use of paragraphs. Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> I can give an example from Ninian Smart's 7 Dimensions I can give an example of why people follow a religion or veganism I can describe what a worldview is I can give an opinion on whether veganism is a religion, a worldview or neither
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> Clear ideas using varied vocabulary. Increasingly relevant to the audience. Some linked and relevant ideas. Increased use of paragraphs. Some punctuation is used accurately. Some accurate spelling of more complex words. 	<ul style="list-style-type: none"> I can describe whether veganism is a religion or not I can describe what I think the purpose of veganism is I can describe how veganism is a worldview I can describe one point of view on whether veganism is a religion, a worldview or neither
7 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> Communication is clear. Relevant to the audience. Writing has a range of connected ideas. Usually clear paragraphs. Range of punctuation is used successfully. Generally accurate spelling. Correct and ambitious vocabulary. 	<ul style="list-style-type: none"> I can describe whether veganism is a religion or not and give a relevant example I can describe one purpose of religion and what I think the purpose of veganism is I can describe how veganism is a worldview with an example I can describe one point of view on whether veganism is a religion, a worldview or neither as well as acknowledging another point of view
7 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> Communication is consistently clear and effective. Communication well matched to purpose, audience and form. Writing is engaging with a range of connected ideas. Paragraphs are consistently coherent. Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> I can describe in detail whether veganism is a religion or not and give a relevant example I can describe some of the purposes of religion and describe what I think the purpose of veganism is I can describe how veganism is a worldview and how being a vegan influence the way they act I can explain one point of view on whether veganism is a religion, a worldview or neither as well as acknowledging another point of view, using some evidence to support
8 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> Communication is consistently clear and effective. Communication well matched to purpose, audience and form. Writing is engaging with a range of connected ideas. Paragraphs are consistently coherent. Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> I can explain whether veganism is a religion or not, with two relevant examples I can explain some of the purposes of religion we have studied and compare these with what I think the purpose of veganism is I can explain how veganism is a worldview supported with relevant examples of how being a vegan influences their behaviour in every day life I can explain my view on whether veganism is a religion, worldview or neither using evidence to support (the 7 dimensions, the factors that make up a worldview, how veganism influences the behaviour of an adherent) as well as explain another point of view
WWW:	CTG/Improvements:

7.2 Old Testament Role Models

7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I can give an opinion on whether Moses is the most important figure in the Old Testament.
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • Increasingly relevant to the audience. • Some linked and relevant ideas. • Increased use of paragraphs. • Some punctuation is used accurately. • Some accurate spelling of more complex words. 	<ul style="list-style-type: none"> • I can describe one point of view on whether Moses is the most important figure in the Old Testament.
7 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • Relevant to the audience. • Writing has a range of connected ideas. • Usually clear paragraphs. • Range of punctuation is used successfully. • Generally accurate spelling. • Correct and ambitious vocabulary. 	<ul style="list-style-type: none"> • I can describe one point of view on whether Moses is the most important figure in the Old Testament.as well as acknowledging another point of view (EG: Job, Ruth, Esther is more important).
7 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • Communication well matched to purpose, audience and form. • Writing is engaging with a range of connected ideas. • Paragraphs are consistently coherent. • Wide range of punctuation is used. • Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> • I can explain why Moses is the most important figure in the Old Testament, whilst contrasting and explaining this with another Old Testament figure such as Job, Esther or Ruth.
8 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • Communication well matched to purpose, audience and form. • Writing is engaging with a range of connected ideas. • Paragraphs are consistently coherent. • Wide range of punctuation is used. • Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> • I can explain in detail two points of view on who is the most important figure in the Old Testament, as well as reaching my own conclusion.
<u>WWW:</u>	<u>CTG/Improvements:</u>

7.3 An Exploration of the Figure of Jesus

7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I can match one of the key terms. • I can give an example of a parable. • I can describe Muslim beliefs about Isa. • I can give an opinion on whether Jesus is the Son of God.
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • Increasingly relevant to the audience. • Some linked and relevant ideas. • Increased use of paragraphs. • Some punctuation is used accurately. • Some accurate spelling of more complex words. 	<ul style="list-style-type: none"> • I can match two of the key terms. • I can briefly describe one of the Parables Jesus told. • I can explain Muslim beliefs about Isa. • I can describe one point of view whether Jesus is the Son of God.
7 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • Relevant to the audience. • Writing has a range of connected ideas. • Usually clear paragraphs. • Range of punctuation is used successfully. • Generally accurate spelling. • Correct and ambitious vocabulary. 	<ul style="list-style-type: none"> • I can match three of the key terms. • I can describe one of the parables told and describe the meaning behind the story. • I can explain Muslim beliefs about Isa, identifying a similarity or a difference between Christianity & Islam. • I can describe one point of view on whether Jesus is the Son of God, whilst acknowledging another point of view.
7 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • Communication well matched to purpose, audience and form. • Writing is engaging with a range of connected ideas. • Paragraphs are consistently coherent. • Wide range of punctuation is used. • Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> • I can match four of the key terms. • I can explain one of the parables Jesus told and explain the meaning behind the story. • I can explain Muslim beliefs about Isa, identifying both a similarity and a difference between Christian and Islamic views. • I can explain one point of view on whether Jesus is the Son of God as well as acknowledging another point of view, using evidence to support.
8 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • Communication well matched to purpose, audience and form. • Writing is engaging with a range of connected ideas. • Paragraphs are consistently coherent. • Wide range of punctuation is used. • Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> • I can match all the key terms. • I can explain one of the parables Jesus told and explain the meaning behind the story in detail. • I can explain in detail Muslim beliefs about Isa, identifying both a similarity and a difference between Christian and Islamic views. • I can explain my view on whether using evidence to support as well as explain two other points of view.
WWW: Please see highlighted comments.	CTG/Improvements: <ul style="list-style-type: none"> ○ Include a summary of the Good Samaritan in Q2. ○ Include one similarity between Muslim & Christian views on Jesus/Isa. ○ Include one difference between Muslim & Christian views on Jesus/Isa. ○ Add what an atheist would say in Q4. ○ Add what a Christian would think in Q4. ○ Add a conclusion, explaining your own view in Q4.

An exploration of the key practices of Islam

7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I can give a similarity or a difference between Sunni and Shia Muslims. • I can give an example from the 5 Pillars. • I can describe what Ramadan is. • I can give an opinion on which Pillar is the most important.
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • Increasingly relevant to the audience. • Some linked and relevant ideas. • Increased use of paragraphs. • Some punctuation is used accurately. • Some accurate spelling of more complex words. 	<ul style="list-style-type: none"> • I can give briefly give a similarity and a difference between Sunni and Shia Muslims. • I can identify all of the Pillars. • I can describe what Ramadan is and briefly one reason why Ramadan is important. • I can describe one point of view whether Hajj is the most important pillar.
7 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • Relevant to the audience. • Writing has a range of connected ideas. • Usually clear paragraphs. • Range of punctuation is used successfully. • Generally accurate spelling. • Correct and ambitious vocabulary. 	<ul style="list-style-type: none"> • I can describe a similarity and a difference between Sunni and Shia Muslim. • I can identify all of the Pillars and describe some. • I can describe what Ramadan is and one reason why Ramadan is important in detail. • I can describe one point of view on whether Hajj is the most important pillar, whilst acknowledging another point of view.
7 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • Communication well matched to purpose, audience and form. • Writing is engaging with a range of connected ideas. • Paragraphs are consistently coherent. • Wide range of punctuation is used. • Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> • I can explain a similarity and a difference between Sunni and Shia Muslims. • I can identify all of the Pillars and describe all. • I can explain what Ramadan is and explain why Ramadan is important to Muslims. • I can explain one point of view on whether Hajj is the most important pillar, as well as acknowledging another point of view, using evidence to support.
8 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • Communication well matched to purpose, audience and form. • Writing is engaging with a range of connected ideas. • Paragraphs are consistently coherent. • Wide range of punctuation is used. • Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> • I can explain more than one similarity and difference between Sunni and Shia Muslims. • I can identify all of the Pillars and explain all in detail. • I can explain what Ramadan is and explain more than one reason why Ramadan is important to Muslims. • I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another point of view.
WWW: Please see highlighted comments.	CTG/Improvements: <ul style="list-style-type: none"> ○ Add another pillar into Q2: Hajj, Sawm, Salah etc ○ Add another 2 points about how Ramadan is celebrated in the UK in Q3. ○ Add one/another reason as to why Ramadan is important to Muslims in Q3. ○ Add a paragraph about sawm or salah in Q4. ○ Add a conclusion (your own opinion) in Q4.

7.6 Dharmic Traditions

An investigation into how the dharma has changed through time

7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> Attempt to describe an idea using simple vocabulary. Some awareness of the purpose and audience. Some use of paragraphs. Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> I can give an example of a monotheistic or polytheistic religion. I can give an example of Hindu beliefs about God. I can give one challenge Siddhartha had with Hindu Dharma. I can give one challenge Guru Nanak had with the dharma.
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> Clear ideas using varied vocabulary. Increasingly relevant to the audience. Some linked and relevant ideas. Increased use of paragraphs. Some punctuation is used accurately. Some accurate spelling of more complex words. 	<ul style="list-style-type: none"> I can give an example of a monotheistic and polytheistic religion. I can describe what Hindus believe about God. I can describe the challenge Siddhartha had with Hindu dharma. I can describe one challenge Guru Nanak had with the dharma.
7 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> Communication is clear. Relevant to the audience. Writing has a range of connected ideas. Usually clear paragraphs. Range of punctuation is used successfully. Generally accurate spelling. Correct and ambitious vocabulary. 	<ul style="list-style-type: none"> I can describe either monotheism or polytheism with a relevant example. I can describe what Hindus believe about God as well as either Buddhists or Sikhs. I can describe Siddhartha's challenges to the Hindu dharma, with an example. I can describe Guru Nanak's challenges to the Hindu dharma, with an example.
7 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> Communication is consistently clear and effective. Communication well matched to purpose, audience and form. Writing is engaging with a range of connected ideas. Paragraphs are consistently coherent. Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> I can describe in detail both monotheism and polytheism with a relevant example. I can describe what Hindus believe about God as well as Buddhists and Sikhs. I can describe both of Siddhartha's challenges to the Hindu dharma, with an example to illustrate. I can explain Guru Nanak's challenges to the dharma, using an example to illustrate.
8 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> Communication is consistently clear and effective. Communication well matched to purpose, audience and form. Writing is engaging with a range of connected ideas. Paragraphs are consistently coherent. Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> I can explain polytheism and monotheism, with relevant examples. I can explain what Hindus believe about God as well as Buddhists and Sikhs, with reference to scripture. I can explain both of Siddhartha's challenges to the Hindu dharma, with an example and use the Four Sights to illustrate why Siddhartha was influenced to feel this way. I can explain Guru Nanak's challenge to the dharma, with an example and explain how this influenced his views on sewa.
WWW:	CTG/Improvements:

7.6 Non-Religious Worldviews

7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I can give an opinion on whether rejecting God completely is the simplest way of explaining why suffering exists.
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • Increasingly relevant to the audience. • Some linked and relevant ideas. • Increased use of paragraphs. • Some punctuation is used accurately. • Some accurate spelling of more complex words. 	<ul style="list-style-type: none"> • I can describe one point of view on whether rejecting God completely is the simplest way of explaining why suffering exists.
7 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • Relevant to the audience. • Writing has a range of connected ideas. • Usually clear paragraphs. • Range of punctuation is used successfully. • Generally accurate spelling. • Correct and ambitious vocabulary. 	<ul style="list-style-type: none"> • I can describe one point of view on whether rejecting God completely is the simplest way of explaining why suffering exists as well as acknowledging another point of view
7 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • Communication well matched to purpose, audience and form. • Writing is engaging with a range of connected ideas. • Paragraphs are consistently coherent. • Wide range of punctuation is used. • Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> • I can explain one point of view on whether rejecting God completely is the simplest way of explaining why suffering exists as well as acknowledging another point of view, using some evidence to support
8 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • Communication well matched to purpose, audience and form. • Writing is engaging with a range of connected ideas. • Paragraphs are consistently coherent. • Wide range of punctuation is used. • Increasingly sophisticated use of vocabulary. 	<ul style="list-style-type: none"> • I can explain two points of view on whether rejecting God completely is the simplest way of explaining why suffering exists as well as reaching my own conclusion.
<u>WWW:</u>	<u>CTG/Improvements:</u>