

**Core Content Overview:**

An introduction to religious thinking and core beliefs and practices of world religions.

An introduction to the philosophy of religion focusing on the existence of God.

A study of Christianity focusing on the unique nature of Jesus.

A study of Judaism focusing on the history of Judaism and practices within the home (Shabbat and Pesach).

A study of Islam focusing on the Five Pillars.

A study of Hinduism focusing on core beliefs and gods.

**Key Skills:**

Pupils should be able to demonstrate knowledge and understanding of the religions and topics studied. They should show some ability to evaluate an issue and respond with relevant personal ideas. Pupils may be able to include any relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate.

GRADE	DESCRIPTOR
Yr 7 Grade 7	<p>At this level pupils will demonstrate a good level of knowledge and understanding in response to the question. They will use a range of religious knowledge and sources appropriately.</p> <p>Evaluation of an issue will be good. Different views will be stated with some development. There may be some evidence of judgement on the issue in the stimulus.</p>
Yr 7 Grade 4/5	<p>At this level pupils will demonstrate an adequate but under-developed level of knowledge and/or understanding in response to the question. Pupils will make use of some religious vocabulary and begin to use appropriate sources to support their answer.</p> <p>Evaluation of an issue will be reasonable. Different views may be stated with some development.</p>
Yr 7 Grade 1	<p>At this level pupils will demonstrate a limited range of knowledge and/or understanding in response to the question. There may be factual errors or generalised responses with little connection to the question. Points may be listed and/or lacking in relevant detail related to the issues.</p> <p>Evaluation of an issue will be limited; a single viewpoint may be stated with some support or justification, or views may be stated as a list. The response may be simplistic, purely descriptive and/or very brief.</p>

<b>Core Content Overview:</b>		
A study of core religious beliefs with a focus on influential and significant figures in the development of religion.		
A study of Hinduism with a focus on the life of Mahatma Gandhi and his relevance to 21 <sup>st</sup> Century thinking.	A study of Islam with a focus on the life of Muhammad and his relevance to Muslims today.	A study of Buddhism with a focus on the life of the Buddha and his core teachings.
A study of the development of Christianity with a focus on the life and influence of St Peter and St Paul.		
<b>Key Skills:</b>		
Pupils should be able to demonstrate knowledge and understanding of the religions and topics studied. They should show some to ability analyse and evaluate the topics. Pupils may begin to discuss the issues raised by the area of study and their importance for individuals. Pupils may be able to include any relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate.		
<b>GRADE</b>	<b>DESCRIPTOR</b>	
Yr 8 Grade 7	<p>At this level pupils will demonstrate a good level of knowledge and understanding in response to the question. They will use a range of religious knowledge and sources appropriately. Pupils will demonstrate a good knowledge and understanding of different viewpoints between and within the religions studied.</p> <p>Evaluation of an issue will be good. Different views will be offered with some evidence of reasoned argument. Pupils will clearly analyse and/or evaluate the significance and/or influence of the issue on the religions studied. There will be some evidence of judgement on the issue in the stimulus and some conclusion to the discussion.</p>	
Yr 8 Grade 4/5	<p>At this level pupils will demonstrate an adequate depth and/or range of knowledge and/or understanding in response to the question. Pupils will make use of some religious vocabulary and begin to use appropriate sources to support their answer. Pupils will begin to show knowledge and understanding of different viewpoints between and within religions.</p> <p>Evaluation of an issue will be reasonable. Different views may be stated with some development. Pupils will begin to analyse and/or evaluate the significance and/or influence of the issue on the religions studied.</p>	
Yr 8 Grade 1	<p>At this level pupils will demonstrate a limited range of knowledge and/or understanding in response to the question. There may be factual errors or generalised responses with little connection to the question. Points may be listed and/or lacking in relevant detail related to the issues. Pupils will demonstrate some knowledge and understanding of different viewpoints between and within religions and show some awareness of the influence of religion on individuals, communities and societies.</p> <p>Evaluation of an issue will be limited; a single viewpoint may be stated with some support or justification, or views may be stated as a list. The response may be simplistic, purely descriptive and/or very brief.</p>	

Subject: RE

Year group: 9

<b>Core Content Overview:</b>		
In Yr 9 we take a schematic approach by focusing on festival and ethical issues.		
A study of religious and secular festivals focusing on the meaning and importance for the individual, communities and society.	An introduction to ethical thinking with a focus on the rights of animals and the ethics of war.	A study of attitudes towards racism with a focus on the beliefs and life of Martin Luther King and Desmond Tutu.
<b>Key Skills:</b>		
Pupils should be able to demonstrate knowledge and understanding of the religions and topics studied. They should be able to analyse, evaluate and begin to discuss the issues raised by the area of study and their importance for individuals, communities and societies. Pupils should be able to include any relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate.		
<b>GRADE</b>	<b>DESCRIPTOR</b>	
Yr 9 Grade 7	At this level pupils will demonstrate a good level of knowledge and understanding in response to the question. They will use a range of religious knowledge and sources appropriately. Pupils will demonstrate a good knowledge and understanding of different viewpoints between and within the religions studied and a good knowledge and understanding of the influence of religion on individuals, communities and societies.  Evaluation of an issue will be strong. A variety of different views will be explored with good use of reasoned argument and discussion. Pupils will clearly analyse and/or evaluate the significance and/or influence of the issue on the religions studied. There will be evidence of judgement on the issue in the stimulus and some conclusion to the discussion. There may be evidence of critical evaluation including comment on, and comparison of, different arguments.	
Yr 9 Grade 4/5	At this level pupils will demonstrate an adequate demonstration of knowledge and/or understanding in response to the question. Pupils will make use of some religious vocabulary and begin to use appropriate sources to support their answer. Pupils will begin to show knowledge and understanding of different viewpoints between and within religions and have an awareness of the influence of religion on individuals, communities and societies.  Evaluation of an issue will be reasonable. Different views will be offered with some evidence of reasoned argument and/or discussion. There will be some analysis and/or evaluation of the significance and/or influence of the religion on the religions studied. There will be evidence of judgement on the issue in the stimulus and some conclusion to the discussion.	

Yr 9 Grade 1

At this level pupils will demonstrate a limited range of knowledge and/or understanding in response to the question. There may be factual errors or generalised responses with little connection to the question. Points may be listed and/or lacking in relevant detail related to the issues. Pupils will demonstrate some knowledge and understanding of different viewpoints between and within religions and show some knowledge of the influence of religion on individuals, communities and societies.

Evaluation of an issue will be limited; a single viewpoint may be stated with some support or justification, or views may be stated as a list. The response may be simplistic, purely descriptive and/or very brief.