

ASSESSMENT GRID

Religious Education

YEAR 7

YEAR 7	BELIEFS	PRACTICE	SOURCES OF AUTHORITY/SCRIPTURE	COMPARISONS/ MAKING LINKS	VERBAL & SPIRITUAL REASONING
Y7.9	<p>I show a good understanding of how beliefs impact on the way of life of individual communities and societies.</p> <p>I can explore beliefs independently.</p> <p>I am starting to use GCSE terminology such as omni-presence, eternal, transcendent more frequently and show a thorough understanding here.</p>	<p>I can explain different religious celebrations, rituals and ways of life.</p> <p>I use religious keywords relating to celebrations regularly and throughout my work.</p> <p>I understand that "practising one's faith" can be very important to individuals and societies.</p> <p>I analyse and evaluate different religious practises and the impact on contemporary ways of life.</p>	<p>I recognise that different religions use different sacred texts and moral codes of behaviour.</p> <p>I can select and use <u>basic</u> Bible quotes to explain mine or others' opinions on ethical issues.</p> <p><u>I am starting</u> to evaluate sources and religious teachings <u>throughout</u> my work.</p>	<p>I can explain how different arguments are used to find answers to religious and moral issues.</p> <p>I point out the differences and similarities in religions and ways of life in most parts of my work</p> <p>I show a natural inquisitive mind and <u>start</u> to analyse the comparisons I make.</p>	<p>I can reason in a mature manner. My oral skills and written work reflect this.</p> <p>My conclusions are well thought out and show I can explain the reasons for my own and others' beliefs and values.</p> <p>I understand why it is challenging to belong to a religion.</p>
Y7.8	<p>I can give examples of beliefs and values that inspire and influence me and others.</p> <p>I can show how religious belief can explain the purpose and meaning of human life.</p> <p>I occasionally use GCSE terminology and show a good understanding here.</p>	<p>I can describe and explain why there are different forms of worship.</p> <p>I use basic keywords relating to celebrations regularly.</p> <p>I recognise that "practising one's faith" can be very important to individuals.</p> <p>I start to analyse and evaluate different religious practises and the impact on contemporary ways of life.</p>	<p>I can name the different sacred texts for the main world religions and understand that religions use different sacred texts and moral codes of behaviour.</p> <p><u>I start to use</u> basic Bible quotes to explain mine or others' opinions on ethical issues and my aim is to use these more regularly.</p> <p><u>I am starting</u> to evaluate sources and religious teachings <u>in parts of my work</u>.</p>	<p>I can identify similarities and differences between how people react to social and moral issues because of their beliefs.</p> <p>I do this in detailed writing.</p>	<p>I reason in a respectful manner ensuring I can explain why people hold different views when it comes to religious beliefs.</p> <p>I explore why it can be challenging to belong to a religion.</p>
Y7.7	<p>I know and understand basic religious beliefs and can explain these baselines for different religions.</p> <p>I can explain my own ideas about religion.</p> <p>I frequently use religious keywords for Key Stage 3 (ie Trinity/ tabernacle...) in my written and oral work.</p> <p>I show what it means to be a believer and can share some of the main beliefs within a religion.</p>	<p>I can describe different forms of worship.</p> <p>I can describe and explain why people practise their beliefs in different ways.</p> <p>I show respect for different religions, their beliefs and rituals.</p>	<p>I can re-tell religious stories and am linking these with the different faiths.</p> <p>I know moral rules in one particular religion and can explain whether or not these particular rules are needed in the world today.</p> <p>I start making comparisons about different sacred texts and moral rules.</p>	<p><u>I make links</u> between religious stories and what people believe. (i.e origin of Lent)</p> <p>I compare the way people from different religions act and behave according to their religion.</p> <p>I can compare in a very sensible and mature manner.</p>	<p>I can explain my views if I believe in God or not and I can give some reasons why.</p> <p>I start to explore why it can be challenging to belong to a religion.</p> <p>I can choose appropriate questions to find out more about God.</p>
Y7.6	<p>I can explain the basic religious beliefs for at least two religions.</p> <p>I can describe how different people from different religions behave and become more detailed in my descriptions by giving examples.</p>	<p>I can say why believers do certain acts.</p> <p>I can explain some religious practices for example fasting during Lent.</p> <p>I can give reasons for religious actions and symbols (for example making the sign of the cross).</p>	<p>I know some of the moral rules in one religion and can explain whether or not these particular rules are needed in the world today.</p>	<p>I know religious stories and can re-tell the main concepts.</p> <p>I can think of why some of these stories are of extreme importance to believers.</p> <p>I can make basic comparisons between believers from different faiths and cultures.</p>	<p>I can say why feelings and beliefs can affect my behaviour and the behaviour of others.</p> <p>I can compare my own and other people's ideas about religious issues that are difficult to explain.</p>
Y7.5	<p>I know people believe in different Gods or no God and I can give some reasons for their views.</p> <p>I begin to describe how different people from different religions behave.</p>	<p>I use religious words and sentences to describe some religious practices and symbols.</p> <p>I talk about different practices such as private prayer or public prayer.</p>	<p>I can explain what God would like us to do in modern day life.</p> <p>I can give basic rules in a religion.</p> <p>I give a brief description why it is important to follow religious rules.</p>	<p>I know some religious stories and can re-tell the main concepts.</p> <p>I begin to make basic comparisons between different religious beliefs.</p>	<p>I can describe and question my own and other people's experiences and feelings.</p> <p>I realise that in life, not everything can be explained straight away.</p>
Y7.4	<p>I know some religious stories, signs and symbols.</p>	<p>I know that people's religions make them act in a certain way.</p>	<p>I know that people believe in God and try to live according to his will.</p>	<p>I know that there are different religions in the world and can compare these with my own</p>	<p>I can describe my own feeling and start to explain why not all people feel and experience in the same manner.</p>

	I can use religious words and sentences.			thoughts on God.	
Y7.3	I show some awareness of religious stories, signs and symbols. I can express some religious words and sentences.	I show an awareness of different religions and how this may impact on people.	I show an understanding of people beliefs in God and how they try to live according to his will.	I show an awareness of different religions in the world and start to make basic comparisons.	I start to describe my own feeling and start to explain why not all people feel and experience in the same manner.