



Finham Park School



KS3 Religious Education Assessment Statements – Year 7

Working Towards		Working At		Greater Depth	
I can remember a Christian (Hindu, etc) story and talk about it	<input type="checkbox"/>	I can tell a Christian (Sikh, etc) story and say some things that people believe	<input type="checkbox"/>	I can describe what a believer might learn from a religious story	<input type="checkbox"/>
I can use the right names for things that are special to Christians (Buddhists, etc)	<input type="checkbox"/>	I can talk about some of the things that are the same for different religious people	<input type="checkbox"/>	I can describe some of the things that are the same and different for religious people	<input type="checkbox"/>
I can recognise religious art, symbols and words and talk about them	<input type="checkbox"/>	I can say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about	<input type="checkbox"/>	I can use religious words to describe some of the different ways in which people show their beliefs	<input type="checkbox"/>
I can talk about things that happen to me	<input type="checkbox"/>	I can ask about what happens to others with respect for their feelings	<input type="checkbox"/>	I can compare some of the things that influence other people	<input type="checkbox"/>
I can talk about what I find interesting or puzzling	<input type="checkbox"/>	I can talk about some things in stories that make people ask questions	<input type="checkbox"/>	I can ask important questions about life and compare my ideas with those of other people	<input type="checkbox"/>
I can talk about what is important to me and to other people	<input type="checkbox"/>	I can talk about what is important to me and to others with respect for their feelings	<input type="checkbox"/>	I can link things that are important to me and other people with the way I think and behave	<input type="checkbox"/>

It is our intent for the Religious Education curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. Students will develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural city of “peace and reconciliation”. We want them to know how Religious Education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.



Finham Park School



KS3 Religious Education Assessment Statements – Year 8

Working Towards		Working At		Greater Depth	
I can make links between the beliefs (teachings, sources, etc) of different religious groups and show how they are connected to believers' lives	<input type="checkbox"/>	I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	<input type="checkbox"/>	I can say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them	<input type="checkbox"/>
I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	<input type="checkbox"/>	I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	<input type="checkbox"/>	I can say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies	<input type="checkbox"/>
I can express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	<input type="checkbox"/>	I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religions, spiritual and moral expression found within and between religions	<input type="checkbox"/>	I can use correct religions and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers	<input type="checkbox"/>
I can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	<input type="checkbox"/>	I can give my own and other's views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	<input type="checkbox"/>	I can consider the challenges of belonging to a religions today with reference to my own and other people's views on human identity and society, supporting those views with reasons and examples	<input type="checkbox"/>
I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	<input type="checkbox"/>	I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	<input type="checkbox"/>	I can use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth	<input type="checkbox"/>

It is our intent for the Religious Education curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. Students will develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural city of “peace and reconciliation”. We want them to know how Religious Education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.



Finham Park School



KS3 Religious Education Assessment Statements – Year 9

Working Towards		Working At		Greater Depth	
I can present a coherent picture of religious belief, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence	<input type="checkbox"/>	I can analyse the results of different sorts of research and place interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts	<input type="checkbox"/>	I can write an answer which is highly detailed, contains analysis and evaluation of the question	<input type="checkbox"/>
I can show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion	<input type="checkbox"/>	I can weigh up different points of view and come to a conclusion on how religious and beliefs make a difference to communities and societies in different times and places	<input type="checkbox"/>	I can thoroughly explore different and/or opposing views using religion, teachings and morality	<input type="checkbox"/>
I can use a wide religious and philosophical vocabulary as well as different forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways	<input type="checkbox"/>	I can use a comprehensive religious and philosophical vocabulary in weighing up the meaning and importance of different forms of religious, spiritual and moral expression	<input type="checkbox"/>	I can give an excellent account of non-religious responses as well as religious	<input type="checkbox"/>
I can give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others	<input type="checkbox"/>	I can weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments, reflections and examples	<input type="checkbox"/>	I can make explicit judgements about the views given in my answer	<input type="checkbox"/>
I can give my own personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life	<input type="checkbox"/>	I can weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples	<input type="checkbox"/>	I can show an excellent understanding of how belief affects behaviour	<input type="checkbox"/>

It is our intent for the Religious Education curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. Students will develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural city of “peace and reconciliation”. We want them to know how Religious Education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.