

Year 9 Religious Studies					
	Embarking	Emerging	Developing	Securing	Mastering
<b>Knowledge:</b> <b>RS in the world</b> <b>Relationships and families</b> <b>Life and death</b> <b>Good and evil</b> <b>Human rights</b> <b>Beliefs and teachings</b> <b>Practices</b>	<ul style="list-style-type: none"> <li>Limited knowledge and understanding of belief, practices and sources of authority.</li> <li>Answers show knowledge of basic information and simple understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Some knowledge and understanding of belief, practices and sources of authority.</li> <li>Answers show some knowledge of basic information and clear understanding</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly developed knowledge and understanding of belief, practices and sources of authority.</li> <li>Answers show a good knowledge and clear understanding</li> </ul>	<ul style="list-style-type: none"> <li>Good knowledge and understanding of belief, practices and sources of authority.</li> <li>Answers show a high level of knowledge, which is appropriately contextualised.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed knowledge and understanding of belief, practices and sources of authority.</li> <li>Answers show an extremely high level of knowledge, which is appropriately contextualised.</li> </ul>
<b>Learning from religion</b>	<ul style="list-style-type: none"> <li><b>Enquiry:</b> Asks thoughtful questions and can extract relevant information from available sources</li> <li><b>Empathy:</b> Able to see the world through the eyes of others Interpretation: Can suggest clear meaning from religious language and text.</li> <li><b>Evaluation:</b> Analyses reasons why people think and act on their belief.</li> <li><b>Argument:</b> Basic attempt at justifying a viewpoint</li> <li><b>Personal development:</b> Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others.</li> <li><b>Making links:</b> Can make links between belief and the actions of individuals in the modern world</li> </ul>	<ul style="list-style-type: none"> <li><b>Enquiry:</b> Asks creative and thoughtful questions and can extract relevant information from different sources.</li> <li><b>Empathy:</b> Able to consider the thoughts, feelings, experiences, attitudes beliefs and values of others and draw on these effectively.</li> <li><b>Interpretation:</b> Can draw meaning from rituals, works of art, poetry and symbolism, as well as religious language and text.</li> <li><b>Evaluation:</b> Analyses religious beliefs and the way people might think and act based on these beliefs.</li> <li><b>Argument:</b> Sustained and justified argument.</li> <li><b>Personal development:</b> Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others.</li> <li><b>Making links:</b> Can make links between belief and the actions of individuals in the modern world, showing an appreciation of why people choose to act on their beliefs</li> </ul>	<ul style="list-style-type: none"> <li><b>Enquiry:</b> Asks creative and thoughtful questions and can extract relevant information from a range of independently collected sources</li> <li><b>Empathy:</b> Able to consider the thoughts, feelings, experiences, attitudes beliefs and values of others and draw on these to effectively see issues from others' world view.</li> <li><b>Interpretation:</b> Can draw some meanings from rituals, works of art, poetry and symbolism, as well as religious language and text.</li> <li><b>Evaluation:</b> Analyses similarities and differences in how people act between religions exploring the strengths and weaknesses of different viewpoints.</li> <li><b>Argument:</b> A well sustained and justified argument.</li> <li><b>Personal development:</b> Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others. An increasingly coherent self-concept in relation to ideas and beliefs about what it means to be a person.</li> </ul>	<ul style="list-style-type: none"> <li><b>Enquiry:</b> Asks independently driven questions and can extract relevant information from independently researched sources.</li> <li><b>Empathy:</b> Able to consider the thoughts, feelings, experiences, attitudes beliefs and values of others and draw on these to effectively see issues from their world view.</li> <li><b>Interpretation:</b> Can draw a broad range of meanings from rituals, works of art, poetry and symbolism, as well as religious language and text.</li> <li><b>Evaluation:</b> Analyses similarities and differences in how people act within a religion, between religions and throughout denominations exploring the strengths and weaknesses of different viewpoints.</li> <li><b>Argument:</b> A very good attempt at sustaining an argument with careful analysis of evidence</li> <li><b>Personal development:</b> Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others. A coherent self-concept in relation to ideas and beliefs</li> </ul>	<ul style="list-style-type: none"> <li><b>Enquiry:</b> Asks independently driven questions and can extract relevant information from wider reading and deep research.</li> <li><b>Empathy:</b> Able to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others and draw on these to effectively see issues from their world view.</li> <li><b>Interpretation:</b> Can draw a broad range of meanings from rituals, works of art, poetry and symbolism, as well as religious language and text and can interpret these showing understanding and insight.</li> <li><b>Evaluation:</b> Analyses similarities and differences in how people act within a religion, between religions and throughout denominations and can evaluate the influence these beliefs have on groups and individuals showing understanding and insight into the strengths and weaknesses of different viewpoints.</li> <li><b>Argument:</b> An excellent attempt at sustaining and argument with sensitive critical analysis of evidence.</li> <li><b>Personal development:</b> Recognises a realistic and positive sense of own</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Making links:</b> Can make links between belief and the actions of individuals in the modern world, showing an appreciation of why people from different backgrounds choose to act on their beliefs</li> </ul>	<p>about what it means to be a person. <b>Making links:</b> Can make links between belief and the actions of individuals in the modern world, showing an appreciation of why people from different denominations choose to act on their beliefs</p>	<p>religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others. A coherent self-concept in relation to ideas and beliefs about what it means to be a person.</p> <ul style="list-style-type: none"> <li>• <b>Making links:</b> Can independently draw links between belief and the actions of individuals in the modern world, showing an appreciation of why people from different backgrounds and denominations choose to act on their beliefs</li> </ul>
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