



Making Progress

Religious Education/Philosophy and Ethics

Grade	AT1 Learning About Religions	AT2 Learning From Religions
F	Pupils can outline some religious stories; recognise features of religious life and practice, symbols and words.	Pupils identify aspects of their own experience and feelings, in religious material studied.
W	Pupils can retell religious stories and identify some religious beliefs and teachings. They are able to suggest meaning in religious symbols, language and stories.	Pupils respond sensitively to the experiences and feelings of others, including those with a faith.
1	Pupils demonstrate an understanding of key religious language, practices, beliefs, ideas, feelings and experiences. They begin to formulate links between them, and describe some similarities and differences both within and between religions.	Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives.
2	Pupils widen their religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions.	Pupils ask, and provide reasoned answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.
3	Pupils increasingly show an understanding and awareness of key religious terminology. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They present a variety of evidenced reasons in support of opinions about the issues studied.	Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth.
4	Pupils use religious terminology effectively and show a comprehensive understanding of the impact of belief on individuals and communities. They can explain the effect that religion can have on the life of adherents.	They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
5	Pupils demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They use specialist vocabulary appropriately. They use argument supported by relevant evidence to express and evaluate different responses to issues studied.	Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.
6	Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources. They refer to different points of view.	Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas.
7	Candidates demonstrate detailed knowledge and understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They	Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly

	interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied. They use reasoned argument supported by a range of evidence.	reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.
8	Candidates characteristically select accurate and relevant material, explain clearly relevant features or key ideas, supported by examples and/or sources of evidence, use accurately a range of technical language and terminology, show evidence of being familiar with issues raised by relevant scholars, or a variety of views, where appropriate.	Pupils are able to critically analyse a range of philosophical and religious texts and come to a reasoned conclusion.
9	Candidates characteristically construct a coherent and well-organised argument supported by examples and/or sources of evidence, identify strengths and weaknesses of the argument, use accurate and fluent expression.	Pupils consistently raise and identify strength and weaknesses of arguments and come to fully justified conclusions.