

RET Religion and Philosophy - KS3 Stage Ladder

Religion and Philosophy contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.



Stage		Learning About Religion and Non-Religious Beliefs	Learning From Religion and Non-Religious Beliefs
Y9+	7	<p>Use different sources, evidence and forms of expression to respond critically to religion, spirituality and ethics</p> <ul style="list-style-type: none"> • use large religious vocabulary to show a good understanding of a range of religions and beliefs • analyse issues and questions of meaning and truth • explain the influence of history and culture on religious life • explain why the effect of belonging to a faith is not the same for all people 	<p>Synthesise their views on religion and belief in light of the impact on communities over time and why interpretation is fundamental to these communities.</p> <ul style="list-style-type: none"> • Make well informed, substantiated, reasoned judgements on issues surrounding important ultimate questions in life, referring to scholars in this judgement • clearly explain personal and critical responses to ultimate and religious questions and ethical issues • using evidence and examples, evaluate the importance of religious and other views for understanding human relationships and ultimate questions
Y9+	6	<p>Critically evaluate the impact of different religions and beliefs on communities and societies within a historical context.</p> <ul style="list-style-type: none"> • use good religious vocabulary to fully describe different religions and their beliefs • explain the reasons for differences within and between religions • explain why the impact of religion can vary • interpret sources and explain why they are used differently by different people to provide answers to ultimate questions and ethical issues • evaluate the importance of different forms of expression 	<p>Critically evaluate a wide range of viewpoints on life's ultimate questions</p> <ul style="list-style-type: none"> • use arguments and examples to explain the links between beliefs, teachings and world issues. • show an understanding of different views on ultimate and religious questions • consider the challenges of belonging to a religion in the modern world, how it may be hard to hold certain values and commitments
Avg EOY9	5	<p>Analyse issues, values and questions of meaning in the life of a believer</p> <ul style="list-style-type: none"> • use a variety of religious words to explain how religious beliefs affect a person and a community • describe why people belong to religions • evaluate reasons for differences and similarities within and between religions • explain how religious sources are used to provide answers to ultimate questions and ethical issues • analyse differences in forms of expression within and between religions 	<p>Analyse the importance of belief and its impact on questions of identity, meaning and purpose (self and others)</p> <ul style="list-style-type: none"> • ask and suggest answers to questions about life and religion and explain how this affects their own life and the life of others • explain what inspires and influences themselves and others and what may make it hard to belong to a religion
Avg EOY8	4	<p>Assess the impact that faith has on the lives of believers</p> <ul style="list-style-type: none"> • use religious words to clearly describe sources, beliefs, practices (what they do) and experiences • describe similarities and differences between and with religions • explain in detail the reasons why people express (show) their religion in certain ways 	<p>Justify their own and others' beliefs, showing why belief is important</p> <ul style="list-style-type: none"> • ask and suggest answers to questions about life and religion (ultimate questions, e.g. Why are we here? Where are we going? What is right and wrong? Is there life after death? etc.) • identify how these questions and answers affect their own life and the lives of others • describe what inspires/influences themselves and others
Avg EOY7	3	<p>Explain why people belong to faiths and the impact that this has on the lives of these believers</p> <ul style="list-style-type: none"> • use religious words to describe key features of religion • recognise the similarities and differences between religions • describe how sources (holy books etc.) influence beliefs • begin to describe how religion affects a person's life • Explain types of religious expression (how people show they are religious) 	<p>Challenge their own beliefs and the beliefs of others to questions of identity, meaning and purpose, focusing on what inspires them and the challenge this may create.</p> <ul style="list-style-type: none"> • identify what influences (affects) me and compare this with what influences others • ask questions about religion and beliefs • recognise different answers to these questions • describe how their attitudes and behaviour are affected by their values

AVG EOY6	2	<p>Recognise the similarities and differences between faiths and make links</p> <ul style="list-style-type: none"> • use religious words to identify a feature of religion • identify the importance of religion for some people • retell a religious story • suggest meanings for symbols and actions 	<p>Suggest their own solutions to questions of identity, meaning and purpose and link these to religious beliefs</p> <ul style="list-style-type: none"> • ask questions about experiences and feelings • recognise that some questions make people wonder, and are hard to answer • recognise their own values (ideas about right and wrong) and values of others
	1	<p>Identify using key terminology the features of a faith</p> <ul style="list-style-type: none"> • use religious words • recognise features of religion • recall a religious story • recognise religious symbols • identify the key aspects of religious and non-religious beliefs, especially the people, stories and traditions that influence the beliefs and values of others • Recognise the variety of practices and ways of life in religious and non-religious belief systems, and understand how these stem from and are closely connected with particular teachings • recognise and comment upon the similarities and differences within and between religions • investigate religion in local, national and global communities • consider the meaning of a range of religious and non-religious expressions of belief, understand why they are important and note links between them • describe and begin to respond to religious and non-religious responses to ultimate, moral and ethical questions • use specialist vocabulary in communicating their knowledge and understanding <p>locate and interpret information about religious and non-religious life stances from a range of sources.</p>	<p>Compare their own beliefs, values, commitments and behaviours with those of others.</p> <ul style="list-style-type: none"> • talk about their feelings and experiences • talk about what they find interesting or strange • talk about what they think is important to themselves and others • reflect on what it means to belong to a religious or non-religious community, communicating their own and other responses • respond to the challenges of commitment both in their own lives and within religious and non-religious traditions, recognising how commitment to a religion or other belief system is shown in a variety of ways • discuss their own and others' views of religious and non-religious truth and belief, expressing their own ideas • reflect on ideas of right and wrong and their own and others' responses to them • reflect on sources of inspiration in their own and others' lives.