Key Stage 3 Subject Assessment Grid			
Subject: RE Year: 7 Unit: Religion in Hackney			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Identify some of the main religions found in Hackney. Recognise that Hackney is religiously diverse. Understand that people have different beliefs and that to values like respect and tolerance.	Secure The student can: Describe the religious makeup of Hackney using data or examples. Explain how religious diversity can affect community life (e.g. festivals, places of worship). Begin to compare how different religions contribute	Secure The student can: Analyse how religious diversity influences social cohesion, identity, and interfaith relations. Evaluate the benefits and challenges of religious diversity in Hackney. Use religious teachings and ethical reasoning to support arguments about living in a diverse society.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: RE Year: 7 Unit: What it means to be Jewish?			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Identify Judaism as one of the world's major religions. Recognise key symbols, festivals (e.g. Passover, Hanukk Understand that Jewish people follow specific beliefs a	Secure The student can: Describe core beliefs (e.g. belief in one God, covenant, Torah). Explain how Jewish practices reflect beliefs (e.g. keeping kosher, observing Shabbat). Begin to explore how Judaism influences identity and daily life.	Secure The student can: Analyse how Jewish beliefs shape moral decisions and community life. Evaluate the significance of key teachings (e.g. mitzvot, justice, tikkun olam). Compare Judaism with other religions in terms of belief, practice, and values.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: RE Year: 7 Unit: What is so radical about Jesus?			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Identify key facts about Jesus (e.g. he was a religious teacher, Christians believe he is the Son of God). Recall basic events from his life (e.g. birth, miracles, crucifixion). Recognise simple moral messages from his teachings (e.g. love, kindness, forgiveness).	Secure The student can: Describe key teachings and parables of Jesus (e.g. The Good Samaritan, The Prodigal Son). Explain how Jesus' actions and teachings influence Christian beliefs and behaviour. Begin to explore different views about Jesus (e.g. Christian vs historical perspectives).	Secure The student can: Analyse the significance of Jesus' teachings in both religious and ethical contexts. Evaluate how Jesus' life and message continue to impact individuals and society today. Compare Christian beliefs about Jesus with other religious or secular views (e.g. Islam's view of Jesus as a prophet).
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: RE Year: 7 Unit: What is religion?			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Identify that religion involves beliefs, practices, and communities. Name some major world religions (e.g. Christianity, Islam, Judaism). Recognise that religion is important to many people around the world.	Secure The student can: Describe key features of religion (e.g. belief in God or gods, sacred texts, rituals). Explain why religion matters to individuals and communities. Begin to explore similarities and differences between religions.	Secure The student can: Analyse how religion influences identity, values, and behaviour. Evaluate different definitions of religion and consider secular worldviews. Compare religious and non-religious perspectives on meaning and purpose.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: RE Year: 7 Unit: What does it mean to be a Humanist in the 21st century			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Identify Humanism as a non-religious worldview. Recognise that Humanists believe in living a good life w Understand that Humanists value kindness, reason, an	Secure The student can: Describe key Humanist beliefs (e.g. using reason and empathy to make moral decisions). Explain how Humanists find meaning and purpose in life. Begin to compare Humanist values with religious teachings.	Secure The student can: Analyse how Humanist beliefs influence ethical choices and views on life and death. Evaluate the strengths and challenges of living without religious belief. Compare Humanism with religious worldviews in terms of morality, meaning, and authority.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: RE Year: 7 Unit: What can we learn from religious stories			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Identify that religious stories come from different faiths. Recall basic details from stories such as parables or creation accounts. Recognise simple moral lessons (e.g. kindness, forgiveness, helping others).	Secure The student can: Describe the meaning and purpose of specific religious stories. Explain how stories reflect key beliefs in religions like Christianity, Islam, or Judaism. Begin to explore how religious stories influence behaviour and values.	Secure The student can: Analyse the deeper moral and spiritual messages in religious stories. Evaluate how stories shape religious identity, ethics, and community life. Compare stories across religions and explore shared themes (e.g. justice, compassion, sacrifice).
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps