

| Key Stage 3 Subject Assessment Grid                                           |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                               |
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| Subject: RE                                                                   | Year: 8                                                                                                                                                                                                                                          | Unit: What teachings can help a Buddhist live a good life?                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                               |
| KS4 target direction                                                          | 4                                                                                                                                                                                                                                                | 5                                                                                                                                                                                                                                                                                                       | 6                                                                                                                                                                                                                                                                                                             |
| 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<br>The student can:<br>Identify Buddhism as one of the world's major religions.<br>Recognise key symbols and figures (e.g. the Buddha, the Dharma Wheel).<br>Recall basic beliefs such as the importance of compassion and avoiding harm. | Secure<br>The student can:<br>Describe core Buddhist beliefs (e.g. the Four Noble Truths, the Eightfold Path).<br>Explain how Buddhist teachings influence behaviour and lifestyle (e.g. meditation, non-violence).<br>Begin to explore how Buddhism aim to overcome suffering and reach enlightenment. | Secure<br>The student can:<br>Analyse how Buddhist beliefs shape ethical decisions and personal development.<br>Evaluate the relevance of Buddhist teachings in modern life (e.g. mindfulness, simplicity).<br>Compare Buddhist views on suffering and morality with other religious or secular perspectives. |
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| 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                                           |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                   |
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| Subject: RE                                                                   | Year: 8                                                                                                                                                                                                                                                           | Unit: Is death the end?                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                   |
| KS4 target direction                                                          | 4                                                                                                                                                                                                                                                                 | 5                                                                                                                                                                                                                                                                                              | 6                                                                                                                                                                                                                                                                                                 |
| 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<br>The student can:<br>Identify that different religions have beliefs about life after death.<br>Recognise basic ideas such as Heaven, Hell, reincarnation, or resurrection.<br>Understand that these beliefs can offer comfort and guidance to believers. | Secure<br>The student can:<br>Describe key beliefs about life after death in religions like Christianity, Islam, and Hinduism.<br>Explain how these beliefs influence behaviour and moral choices.<br>Begin to explore similarities and differences between religious and non-religious views. | Secure<br>The student can:<br>Analyse how beliefs about life after death shape identity, ethics, and responses to death.<br>Evaluate different perspectives, including religious and Humanist views.<br>Compare how various religions interpret the purpose of life in relation to the afterlife. |
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| 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                                           |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Subject: RE                                                                   | Year: 8                                                                                                                                                                                                                                                                                                         | Unit: What are Worldviews?                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                         |
| KS4 target direction                                                          | 4                                                                                                                                                                                                                                                                                                               | 5                                                                                                                                                                                                                                                                                                                                                                 | 6                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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<br>The student can:<br>Identify different religious and non-religious worldviews, such as Christianity, Islam and Humanism.<br>Describe how beliefs and values influence the way people live their lives.<br>Explain simple similarities and differences between religious and non-religious worldviews. | Secure<br>The student can:<br>Explain how worldviews influence identity, moral decision-making and behaviour.<br>Make a comparison between religious and non-religious worldviews, using appropriate examples and subject-specific terminology.<br>Begin to analyse how different worldviews respond to questions about meaning, purpose, morality and existence. | Secure<br>The student can:<br>Evaluate the significance of different worldviews in shaping individuals, communities and society.<br>Analyse similarities, differences and diverse interpretations within and between religious and non-religious worldviews.<br>Construct well-reasoned arguments, supported by evidence, about the strengths and challenges of different worldviews in answering life's big questions. |
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| 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                                           |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
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| Subject: RE                                                                   | Year: 8                                                                                                                                                                                                                                                       | Unit: Should religious believers take special care of the environment?                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                      |
| KS4 target direction                                                          | 4                                                                                                                                                                                                                                                             | 5                                                                                                                                                                                                                                                                                                           | 6                                                                                                                                                                                                                                                                                                                                                    |
| 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<br>The student can:<br>Identify that many religions teach people to care for the Earth.<br>Recognise basic religious ideas about stewardship and respect for nature.<br>Understand that harming the environment goes against many religious teachings. | Secure<br>The student can:<br>Describe how religions like Christianity, Islam, and Hinduism teach care for the planet.<br>Explain key concepts such as stewardship, Khalifah (Islam), and creation (Christianity).<br>Begin to explore how religious beliefs influence environmental actions and attitudes. | Secure<br>The student can:<br>Analyse how religious teachings shape ethical responses to environmental issues (e.g. climate change, pollution).<br>Evaluate the role of religion in promoting sustainability and global responsibility.<br>Compare religious and non-religious views on caring for the environment, including Humanist perspectives. |
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| 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                                           |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                  |
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| Subject: RE                                                                   | Year: 8                                                                                                                                                                                                                                                                                      | Unit: Does religion help people to be good?                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                  |
| KS4 target direction                                                          | 4                                                                                                                                                                                                                                                                                            | 5                                                                                                                                                                                                                                                                                              | 6                                                                                                                                                                                                                                                                                                                                                                |
| 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<br>The student can:<br>Identify that religions teach people to be kind, honest, and caring.<br>Recognise basic moral teachings from religions (e.g. the Ten Commandments, the Golden Rule).<br>Understand that many religious people try to live good lives because of their beliefs. | Secure<br>The student can:<br>Describe how different religions encourage good behaviour through teachings, rules, and examples.<br>Explain how religious beliefs influence actions and decisions (e.g. charity, forgiveness).<br>Begin to explore whether people can be good without religion. | Secure<br>The student can:<br>Analyse how religious teachings shape moral values and ethical behaviour.<br>Evaluate different viewpoints on whether religion is necessary for goodness, including Humanist and atheist perspectives.<br>Compare how various religions define and promote goodness, and reflect on the role of conscience, community, and belief. |
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| 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                                           |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                              |
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| Subject: RE                                                                   | Year: 8                                                                                                                                                                                                                                                    | Unit: What can we learn from Islam?                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                              |
| KS4 target direction                                                          | 4                                                                                                                                                                                                                                                          | 5                                                                                                                                                                                                                                                                         | 6                                                                                                                                                                                                                                                                                                                            |
| 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<br>The student can:<br>Identify Islam as one of the world's major religions.<br>Recall key features of Islam, including Allah, the Qur'an and the Five Pillars.<br>Describe some ways Muslims show their faith through worship and daily practices. | Secure<br>The student can:<br>Explain the importance of Tawhid, the Qur'an and Prophet Muhammad for Muslims.<br>Describe how the Five Pillars influence the lives of Muslims.<br>Compare Islamic beliefs and practices with another religious or non-religious worldview. | Secure<br>The student can:<br>Analyse how Islamic beliefs shape identity, moral decision-making and community life.<br>Evaluate the significance of Islamic teachings for Muslims living in Britain today.<br>Use religious teachings and evidence to construct well-supported arguments about the role of faith in society. |
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| 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                                                                                                                                                                                                                                                                                                             |