



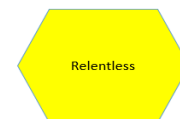
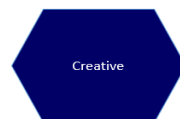
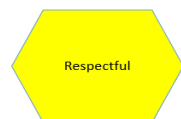
*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

### KEY STAGE 3 – WORKING AT - RELIGIOUS STUDIES

Subject	Working Towards	Working At	Working Beyond
Religious Studies Y7	Students achieve many but not all aspects of the Working At criteria	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Students can use religious words and phrases to describe key features of religions.</li> <li>● Students make links between beliefs and sources, including religious stories and sacred texts.</li> <li>● Students can identify the impact religion has on believers’ lives and can describe forms of religious expression.</li> <li>● Students can briefly explain how religious sources are used to provide answers to ultimate questions, identify what influences them and can apply ideas and reflections to issues raised by religion and belief.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>● Students can ask important questions about religion and belief and make links between values and commitments.</li> <li>● Students can describe some of their own ideas and feelings about religious belief.</li> </ul> <p><b><u>Speaking:</u></b></p> <ul style="list-style-type: none"> <li>● Students can use religious words to describe key features of religion and retell a religious story</li> <li>● Students can say how sources (holy books etc.) influence belief , ask and suggest answers to questions about religion</li> <li>● Student can contribute to discussions and can express an opinion on a particular topic of religious debate.</li> </ul>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding
Religious Studies Y8	Students achieve many but not all aspects of the Working At criteria	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Students can use a developing religious vocabulary to describe key features of religions, recognising similarities and differences between the religions they study.</li> <li>● Students can link religious beliefs and sources, religious stories and sacred texts, and show understanding of those sources, beliefs and texts.</li> <li>● Students clearly identify the impact religion has on believers’ lives, and show understanding of religious practices, feelings and experiences.</li> </ul>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding

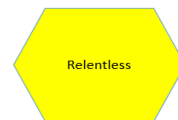
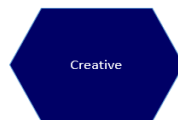
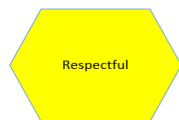




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		<ul style="list-style-type: none"> <li>• Students can describe a range of forms of religious expression, and can describe some similarities and differences both within and between religions.</li> <li>• Students can clearly explain how religious sources are used to provide answers to ultimate questions and ethical issues. They identify what influences them and make links between their own and others' experiences.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Students can ask important questions about religion, beliefs, values and attitudes. Students can make links between their own and others' responses.</li> <li>• Students can describe their own ideas and feelings about religious beliefs and suggest answers to some questions raised by the study of religions and beliefs</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Students can use religious words to clearly describe key features of a religion, beliefs, practices and experiences.</li> <li>• Students can retell religious stories and say why they are important to religious belief and can name and describe how sources (holy books etc.) influence beliefs and quote something from a sacred text.</li> <li>• Students can ask and suggest answers to questions about religion and life, they contribute to discussion expressing an opinion on religious topics of debate and sensitively voice disagreement with an opposing view.</li> </ul>	
<p>Religious Studies Y8</p>	<p>Students achieve many but not all aspects of the Working At criteria</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Students can use an increasingly wide religious vocabulary to give accounts of religions and beliefs, explaining the reasons for diversity</li> <li>• Students can identify the impact religion has on believers' lives, link religious beliefs, interpret sources and sacred texts, explain the reasons they are used in different ways by different traditions when taking into account the impact of History ad culture</li> <li>• Students can describe, suggest meanings for a range of forms of religious expression and can describe the significance of different forms of religious, spiritual and moral expression.</li> <li>• Students can explain how religious sources are used to provide answers to ultimate questions and ethical issues, explaining the reasons they are used in different ways by different traditions.</li> </ul>	<p>Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding</p>





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		<ul style="list-style-type: none"><li>● Students can identify what influences them and describe how sources of inspiration and influence make a difference</li><li>● Students can apply ideas and reflections to issues raised by religion and belief in the context of my own and others' lives and can explain the impact these have.</li></ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"><li>● Student can ask important questions and apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives.</li><li>● Students can make links between values and commitments, and their own attitudes and behaviour and can express their own views on the challenges of belonging to a religion.</li><li>● Students can describe their own ideas and feelings about religious beliefs and suggest answers to some questions raised by the study of religions and beliefs, explaining how it may be hard to hold certain values and commitments in today's world.</li></ul> <p><b><u>Speaking:</u></b></p> <ul style="list-style-type: none"><li>● Students can use a variety of religious words and terms to clearly describe key religious beliefs, practices and experiences and can explain the impact these have an individual and a community.</li><li>● Students can retell religious story, say why they is important in religious belief and can explain what religious believers learn from them.</li><li>● Students can accurately name and describe a variety of sources (holy books etc.) and say how they influence beliefs and can quote from more than one sacred text.</li><li>● Students can ask and suggest answers to questions about religion and life, using different arguments to justify their opinions.</li><li>● Students can confidently contribute to discussions, can express an opinion on religious topics of debate, can voice disagreement and offer alternative arguments to show that I have considered more than one point of view.</li></ul>	
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