

Key Stage 3 Summary of Progress

Age Expected Indicators for Religious Education

Progress Code	Year 7	Year 8	Year 9
Significantly Below Age Expectation	<p>Students can:</p> <ul style="list-style-type: none"> State simply the meaning of some key words. Identify some aspects of religious belief and practice. State very simply how religious belief affects behaviour. Give some examples of religious teachings. State simply their opinion on a religious or moral issue. 	<p>Students can:</p> <ul style="list-style-type: none"> Can give the meaning of some key terms. Begin to describe some religious beliefs and practices. Describe some ways that religious beliefs and practices might affect behaviour. Use some religious teachings to support beliefs and actions. State two different, simple opinions on a religious issue. 	<p>Students can:</p> <ul style="list-style-type: none"> Begin to use key terms accurately. Give more detailed descriptions of religious beliefs and practices and identify differences within and between communities. Describe ways that religious beliefs might affect behaviour. Use several religious teachings to support beliefs and actions and begin to recognise different interpretations of religious texts. Can describe at least two different views on religious or moral issues.
Below Age Expectation	<p>Students can:</p> <ul style="list-style-type: none"> Can give the meaning of some key terms. Begin to describe some religious beliefs and practices. Describe some ways that religious beliefs and practices might affect behaviour. Use some religious teachings to support beliefs and actions. State two different, simple opinions on a religious issue. 	<p>Students can:</p> <ul style="list-style-type: none"> Begin to use key terms accurately. Give more detailed descriptions of religious beliefs and practices and identify differences within and between communities. Describe ways that religious beliefs might affect behaviour. Use several religious teachings to support beliefs and actions and begin to recognise different interpretations of religious texts. Can describe at least two different views on religious or moral issues. 	<p>Students can:</p> <ul style="list-style-type: none"> Use key most key terms accurately. Explain religious beliefs and practices in more depth and begin to describe differences between and within communities. Use a range of religious teachings to support beliefs and actions and describe different interpretations of religious texts. Explain how religious teachings might influence behaviour using several examples. Begin to explain different views on religious and moral issues and the reasons for these differences.
Working At Age Expectation	<p>Students can:</p> <ul style="list-style-type: none"> Begin to use key terms accurately. Give more detailed descriptions of religious beliefs and practices and identify 	<p>Students can:</p> <ul style="list-style-type: none"> Use key most key terms accurately. Explain religious beliefs and practices in more depth and begin to describe 	<p>Students can:</p> <ul style="list-style-type: none"> Apply a wide range of key terms with confidence.



	<p>differences within and between communities.</p> <ul style="list-style-type: none"> Describe ways that religious beliefs might affect behaviour. Use several religious teachings to support beliefs and actions and begin to recognise different interpretations of religious texts. Can describe at least two different views on religious or moral issues. 	<p>differences between and within communities.</p> <ul style="list-style-type: none"> Use a range of religious teachings to support beliefs and actions and describe different interpretations of religious texts. Explain how religious teachings might influence behaviour using several examples. Begin to explain different views on religious and moral issues and the reasons for these differences. 	<ul style="list-style-type: none"> Explain religious beliefs and practices in depth and begin to account for differences within and between communities. Use a range of religious teachings to support beliefs and practices and explain how religious texts may be interpreted differently. Explain in detail how religious teachings might influence behaviour and in different ways. Begin to evaluate religious and moral questions, giving reasons why they support a particular view.
Above Age Expectation	<p>Students can:</p> <ul style="list-style-type: none"> Use key most key terms accurately. Explain religious beliefs and practices in more depth and begin to describe differences between and within communities. Use a range of religious teachings to support beliefs and actions and describe different interpretations of religious texts. Explain how religious teachings might influence behaviour using several examples. Begin to explain different views on religious and moral issues and the reasons for these differences. 	<p>Students can:</p> <ul style="list-style-type: none"> Apply a wide range of key terms with confidence. Explain religious beliefs and practices in depth, and begin to account for differences within and between communities. Use a range of religious teachings to support beliefs and practices and explain how religious texts may be interpreted differently. Explain in detail how religious teachings might influence behaviour and in different ways. Begin to evaluate religious and moral questions, giving reasons why they support a particular view. 	<p>Students can:</p> <ul style="list-style-type: none"> Apply most key terms accurately and with confidence. Explain religious beliefs and practices in depth, accounting for differences between and within communities. Use a range of religious teachings and sources to support beliefs and practices and account for different interpretations of them. Can explain why, using a range of examples, religious teachings influence behaviour in different ways. Evaluate religious and moral questions, justifying their reasons for supporting a particular point of view in detail.
Significantly Above Age Expectation	<p>Students can:</p> <ul style="list-style-type: none"> Apply a wide range of key terms with confidence. Explain religious beliefs and practices in depth and begin to account for differences within and between communities. 	<p>Students can:</p> <ul style="list-style-type: none"> Apply most key terms accurately and with confidence. Explain religious beliefs and practices in depth, accounting for differences between and within communities. 	<p>Students can:</p> <ul style="list-style-type: none"> Applies religious terminology with accuracy, fluency and confidence. Explains religious beliefs and practices in depth and explain in detail the reasons for



	<ul style="list-style-type: none">• Use a range of religious teachings to support beliefs and practices and explain how religious texts may be interpreted differently.• Explain in detail how religious teachings might influence behaviour and in different ways.• Begin to evaluate religious and moral questions, giving reasons why they support a particular view.	<ul style="list-style-type: none">• Use a range of religious teachings and sources to support beliefs and practices and account for different interpretations of them.• Can explain why, using a range of examples, religious teachings influence behaviour in different ways.• Evaluate religious and moral questions, justifying their reasons for supporting a particular point of view in detail.	<p>differences between and within communities.</p> <ul style="list-style-type: none">• Can apply a range of religious teachings and explain in depth the reasons for different interpretations of them.• Can explain how and why religious teachings might influence believers in different ways in detail.• Can give detailed evaluations of religious and moral issues using a wide range of reasons to justify their conclusions.
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Learning Review Window 1	Learning Review Window 2
Tuesday 7 th January 2025 until Friday 24 th January 2025	Monday 16 th June 2025 until Friday 4 th July 2025
<p><i>During these learning review windows students will be assessed in each of their subjects against the progress codes outlined. The actual date and nature of these assessments will be outlined by individual subject teachers ahead of the learning review window.</i></p> <p><i>Assessment summary reports, including information about attendance and attitude to learning are issued following these learning review windows.</i></p>	