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| **8 Key Areas**  *SACRE have identified 8 key areas and the skills that pupils should be introduced to and develop upon within RE.* | **UKS2** | **KS3** | **Assess**  *There is ongoing assessment within RE through self reflection, peer assessment, teacher observation, verbal and written feedback.*  *Outline below are chosen assessment points.* |
| **Belief and practices** | **Evaluate** a range of beliefs and practices. Within and across traditions and worldviews and **explain** how they share similarities with and differences from each other. | **Analyse and explain** how and why beliefs, values and ideas of spirituality are expressed through ceremonies and festivals, identifying differing ways in which they explore common themes about humanity. **Evaluate** the influence these have on individuals and communities locally, nationally and globally. | **KS2 Y6 EXAMPLES**  **Islamic Prayer**  -Meaning  -Symbolism and ritual  -Call to prayer- modern society- implications?  **Sikh Khalsa**  -Story of Vaisakhi  -Meaning behind commitment- justice  -Pupil reflection and comparison  **Christian God**  -Knowing God  -Omni- powers  -Evaluation of trinity as guide to God  -How holy spirit impacts actions |
| **Sources of wisdom** | **Evaluate** the ways of a range of sources of wisdom can influence the lives of individuals and communities. **Show awareness of** the importance that different interpretations of stories, sacred writings, psalms, poems, hymns, prayers and artefacts can have on this. | **Analyse and explain** diverse interpretations  of scriptures and other important texts.  **Explain** the ways that key principles of  Religions and worldviews influence, sustain and challenge individuals and communities, referring to founders, sacred writings and sources of wisdom and authority. |
| **Symbols and actions** | **Compare** how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities. **Identify and describe** similarities and differences between and within communities | **Analyse and explain** the power of symbols and symbolic actions to unite and to divide communities. |
| **Prayer, worship and reflection** | **Evaluate** the importance of worship in the lives of individuals and communities from a range of different perspectives. | **Analyse and evaluate** different interpretations of prayer, worship and the architectural significance of sacred spaces.  **Evaluate** the place of worship in different religious and non-religious contexts and what this might show about being human. | **KS3**  **Y7 EXAMPLES**  Creation- Christian Stewardship  Creation- Liberalist/Literalist/Different Holy texts and interpretations  Resurrection- symbolism of  How we see Jesus.  Santa Christa and Jesus as black  Problem of Evil  Creation and Problem of Evil  Problem of Evil- secular society  The Fall- impact on women in society |
| **Identity and belonging** | **Explain** the benefits for and challenges to  Individuals and communities that commitment to a faith can bring. **Raise questions** about guidance and leadership in their own and  others’ lives. | **Analyse and explain** different understandings of the nature and significance of founders and religious leaders and how they might have an impact on followers today. **Explain** why some people are committed to following a particular religious or philosophical path and evaluate the challenges of commitment. |
| **Ultimate questions** | **Present** a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth and **express** their personal and critical responses to these in academic and creative ways. | **Analyse** a range of philosophical and religious arguments and responses to ultimate questions and **evaluate** the importance of such questions and the ways we respond to them for our understanding of life and the modern world. |
| **Human**  **responsibility**  **and values** | **Evaluate** whether they think that diverse communities can live together, **identifying** common values, justice, respect and shared human responsibility. **Use personal and critical** responses to evaluate how individual. And collective responsibility are shaped by faith and belief. | **Evaluate**, using reasoned argument, appropriate examples and evidence and taking different perspectives into account, the influence of religion and worldviews on the modern world. |
| **Justice and fairness** | **Evaluate** how important faith and belief are in **deciding** what is right and wrong, just and fair, referring to their own and others’ ideas and arguments. | **Express** insights into the relationship between beliefs, teaching and ethical issues using reasoning and examples with respect and compassion. |  |