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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 interpretationsof scriptures and other important texts.**Explain** the ways that key principles ofReligions 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 StewardshipCreation- Liberalist/Literalist/Different Holy texts and interpretationsResurrection- symbolism of How we see Jesus. Santa Christa and Jesus as black Problem of EvilCreation and Problem of Evil Problem of Evil- secular societyThe Fall- impact on women in society  |
| **Identity and belonging** | **Explain** the benefits for and challenges toIndividuals and communities that commitment to a faith can bring. **Raise questions** about guidance and leadership in their own andothers’ 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. |  |