



Religious Studies	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 8 Autumn Term Christian Values Why is Equality Important?	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 8 can:</p> <ul style="list-style-type: none"> Recall key facts about Christianity and Sikhism. Reflect upon their own personal experiences. Apply some religious examples to points made. Begin to use some religious teachings (e.g. the Parable of the Good Samaritan). Decide which value in Christianity is the “most important”. Explain some facts about how Sikhs practise their religion today and how equality can be seen through this. Write an essay that includes both sides of the argument and a justified conclusion, sometimes using PEEL structure. 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 8 can:</p> <ul style="list-style-type: none"> Recall, understand and explain facts about Christianity and Sikhism. Understand and explain more complex concepts from religion. Use specific religious examples and teachings, e.g. the Parable of the Good Samaritan. Evaluate different Christian values and explain convincingly, with evidence, which is “more important”. Begin to identify some links between the values. Understand some Sikh practices and explain how these relate to equality and the teachings of the Gurus. Mostly explain points fully in 4 mark questions. Write an answer to a 10 mark question that contains at least two arguments on both sides of the debate, and a new point in the conclusion. SPAG – is largely good and key terms are used from the learning log. 	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 8 can:</p> <ul style="list-style-type: none"> Confidently use many key terms and concepts from religion. SPAG is excellent. Understand and explain more complex concepts from religion, and their impact upon society and religious believers. Use many specific religious examples and teachings, e.g. the Parable of the Good Samaritan. Evaluate different Christian values and explain convincingly, with evidence, which is “more important”. Be able to identify links between the values. Understand Sikh practices and explain how these relate to equality and the teachings of the Gurus. Evaluate the impact of beliefs upon the lives of religious believers and wider society. Fully explain points in 4 mark questions. Formulate more coherent arguments on both sides of a debate (at least 2 points per side). Answers are convincing and full of evidence.



<p>Year 8 Spring Term</p> <p>Is Death the End?</p> <p>Diversity and Hindu Dharma</p>	<p>Students working towards expected outcomes in Year 8 can:</p> <ul style="list-style-type: none">• Begin to discuss philosophical issues – both religious and non-religious – about the afterlife.• Recall evidence for and against the afterlife.• Recall basic Christian and Hindu beliefs about the afterlife.• Recall key facts about Hindu Dharma.• Reflect upon their own personal experiences.• Apply some religious examples to points made.• Begin to use examples of stories of Hindu deities.• Explain some facts about how Hindus practise their religion today.• Write an essay that includes both sides of the argument and a justified conclusion, sometimes using PEEL structure.	<p>Students working at expected in Year 8 can:</p> <ul style="list-style-type: none">• Discuss philosophical issues surrounding the afterlife.• Use and evaluate evidence regarding the existence of the afterlife.• Explain Christian and Hindu beliefs about the afterlife.• Reflect upon personal beliefs about the afterlife.• Use specific religious examples and teachings, especially of deities and their roles within Hindu Dharma.• Understand key facts about Hindu Dharma, and why we use that term for the faith.• Have some understanding of the diversity within Hindu Dharma.• Debate whether Hindu Dharma is monotheist or polytheist.• Mostly explain points fully in 4 mark questions.• Write an answer to an 10 mark question that contains at least two arguments on both sides of the debate, and a new point in the conclusion.• SPAG – is largely good and key terms are used from the learning log.	<p>Students working beyond expected in Year 8 can:</p> <ul style="list-style-type: none">• Debate philosophical issues surrounding the afterlife.• Confidently evaluate evidence regarding the existence of the afterlife.• Explain, using many key terms and concepts, Christian and Hindu beliefs about the afterlife.• Confidently use many key terms and concepts from religion. SPAG is excellent.• Understand and explain more complex concepts from religion, and their impact upon society and religious believers – especially for Hindu Deities and their role, and how this is symbolised by their images.• Use many specific religious examples and teachings.• Explain facts about Hindu Dharma and understand respect issues behind using this term.• Understand the diversity within Hindu Dharma (including some denominations and how it affects Hindu practice), and why the faith is so diverse.• Be able to hold a nuanced debate, with evidence, as to whether Hindus and monotheist or polytheist.
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Year 8 Summer Term Diversity and Hindu Dharma cont.	Students working towards expected outcomes in Year 8 can: <u>All points from Spring term about Hindu Dharma, and:</u> <ul style="list-style-type: none">• Recall facts about places of worship and how certain objects are used in worship.• Reflect upon opinions on debates related to worship – e.g. worshipping at home vs. places of worship.• Write an essay that includes both sides of the argument and a justified conclusion, sometimes using PEEL structure.	Students working at expected in Year 8 can: <u>All points from Spring term about Hindu Dharma, and:</u> <ul style="list-style-type: none">• Understand key features of places of worship and diversity within religions (e.g. Orthodox vs progressive synagogues).• Link items found in places of worship to key religious beliefs.• Offer opinions related to worship – e.g. worshipping at home vs. places of worship.• Mostly explain points fully in 4 mark questions.• Write an answer to an 10 mark question that contains at least two arguments on both sides of the	Students working beyond expected in Year 8 can: <u>All points from Spring term about Hindu Dharma, and:</u> <ul style="list-style-type: none">• Recall and understand all key features of places of worship studied and the diversity within certain religions (e.g. Orthodox vs progressive synagogues).• Understand why certain items are found in places of worship because they can link them to prior knowledge about those religions’ beliefs.• Debate issues related to worship – e.g. worshipping at home vs. places of worship, or gender segregation during worship.• Evaluate the impact of beliefs upon the lives of religious believers and wider society.• Fully explain points in 4 mark questions.



		<p>debate, and a new point in the conclusion.</p> <ul style="list-style-type: none">• SPAG – is largely good and key terms are used from the learning log.	<ul style="list-style-type: none">• Formulate more coherent arguments on both sides of a debate (at least 2 points per side). Answers are convincing and full of evidence.
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