Religious Studies	Working towards expected outcomes Your child is not yet making the expected progress within this course.	Working at expected outcomes Your child is achieving the expected progress for this point within the course.	Working beyond expected outcomes Your child is exceeding the expected progress.
Year 9 Autumn Term Religion and Social Responsibility Does God Exist?	Students working **towards** expected outcomes in Year 9 can: • Explain some key issues in ethics, e.g. organ donation, animal ethics, and some religious beliefs about these. • Explain the basics of logical philosophical arguments for and against the existence of God. • Express their own opinion on philosophical and ethical issues. • Apply some religious teachings or practices to points. • Write basic points in 4- and 6-mark questions, which are sometimes fully explained. • Write an essay including two sides of a debate, with a justified conclusion, sometimes using PEEL structure.	Students working **at** expected in Year 9 can: • Apply specific religious teachings or practices to questions. • Understand and explain the impact and importance of religious teachings/practices to believers. • Explain different ethical issues in society and varied opinions (religious and non-religious) towards these issues. • Explain philosophical arguments in logical steps, with scholars, and the students' beliefs about them. Articulate criticisms that may or may not be their own. • Evaluate the importance of religious teachings for believers today. • Evaluate the wider impact of religion on society. • Analyse the differences between religious traditions/denominations and the implications of their beliefs. • Mostly explain points fully in 4- and 6-mark questions. Apply referenced	Students working **beyond** expected in Year 9 can: • Confidently use many key terms and concepts from religion. SPAG is excellent. • Apply many specific religious teachings or practices to questions. • Understand and explain the impact and importance of religious teachings/practices to believers. • Explain different ethical issues in society and varied opinions (religious and non-religious) towards these issues. Understand the complexities of ethical issues that may affect the future (e.g. designer babies). • Explain philosophical arguments in logical steps, with scholars. Articulate criticisms that may or may not be their own. Critically analyse these arguments. • Evaluate the importance of religious teachings for believers today. • Evaluate the wider impact of religion on society. • Analyse the differences between religious traditions/denominations and the implications of their beliefs. Fully explain

		religious teachings to 6-mark questions. • Write an answer to a 12 mark question that contains at least two arguments on both sides of the debate, and a new point in the conclusion. Contains religious and non-religious arguments. • SPAG – is largely good and key terms are used from the learning log.	points in 4- and 6-mark questions. Apply referenced teachings to 6-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, and contain religious and non-religious arguments. Arguments and counter-arguments are linked together into a logical chain of reasoning.
Year 9 Spring Term Does God Exist? Spirituality	Students working **towards** expected outcomes in Year 9 can: <u>All points in Autumn that relate to Philosophy, and:</u> • Understand how different groups of people can express their spirituality. • Reflect upon their own personal experiences of spirituality. • Apply some religious examples of spirituality, e.g. from Hindu Dharma and Judaism. • Form an opinion on which group is more spiritual. • Write an essay including two sides of a debate, with a justified	Students working **at** expected in Year 9 can: <u>All points in Autumn that relate to Philosophy, and:</u> • Understand and explain many examples of how different groups can express their spirituality. Refer to the aspects of spirituality. • Reflect upon their own personal experiences of spirituality. • Apply religious examples of spirituality, e.g. from Hindu Dharma and Judaism. • Form a justified opinion on which group is more spiritual. • Mostly explain points fully in 4- and 6-mark questions. Apply referenced	Students working **beyond** expected in Year 9 can: <u>All points in Autumn that relate to Philosophy, and:</u> • Explain detailed examples of how different groups express spirituality, links to the aspects of spirituality. • Reflect upon their own personal experiences of spirituality. • Apply detailed religious examples of spirituality, e.g. from Hindu Dharma and Judaism. • Evaluate the impact of beliefs upon the lives of religious believers and wider society. E.g. living in a consumer society. • Debate in detail to what extent different groups are spiritual.

	conclusion, sometimes using PEEL structure.	religious teachings to 6-mark questions. • Write an answer to a 12-mark question that contains at least two arguments on both sides of the debate, and a new point in the conclusion. Contains religious and non-religious arguments. • SPAG – is largely good and key terms are used from the learning log.	• Analyse the differences between religious traditions/denominations and the implications of their beliefs. Fully explain points in 4- and 6-mark questions. Apply referenced teachings to 6-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, and contain religious and non-religious arguments. Arguments and counter-arguments are linked together into a logical chain of reasoning.
Year 9 Summer Term Women and Religion Religion, Peace and Conflict	Students working **towards** expected outcomes in Year 9 can: • Identify some issues that relate to women in society and religion today. • Understand some Christian and Muslims teachings on women and examples of powerful women in religious history and why they are role models for many people today. • Understand that beliefs about women are affected by worldview, context and interpretation. • Understand Christian and Muslim beliefs about peace and war,	Students working **at** expected in Year 9 can: • Identify issues that relate to women in society and religion today, and explain the impact this has on women. • Understand and apply Christian and Muslims teachings on women and examples of powerful women in religious history and why they are role models for many people today. • Understand that beliefs about women are affected by worldview, context and interpretation.	Students working **beyond** expected in Year 9 can: • Confidently use many key terms and concepts from religion. SPAG is excellent. • Apply many specific religious teachings or practices to questions. Understand diversity within faith which links to context, worldview and interpretation of these teachings. • Explain issues that relate to women in society and religion today, and the impact this has on women. • Understand and apply many Christian and Muslims teachings on women and examples of powerful women in religious

	including some criteria about Just War. • Explain what nuclear weapons are and hold an opinion as to whether they should have been used in WW2/whether we should have nuclear disarmament. • Write an essay including two sides of a debate, with a justified conclusion, sometimes using PEEL structure.	• Understand and evaluate the debate in Christianity as to the role of women in Church leadership. • Form an opinion on how religion impacts women. • Understand Christian and Muslim beliefs about peace and war, and be example to explain the criteria of the Just War Theory and lesser jihad. • Explain what nuclear weapons are and debate whether they should have been used in WW2/whether we should have nuclear disarmament. • Apply a wide variety of religious teachings and understand nuance of context and interpretation. • Mostly explain points fully in 4- and 6-mark questions. Apply referenced religious teachings to 6-mark questions. • Write an answer to a 12-mark question that contains at least two arguments on both sides of the debate, and a new point in the conclusion. Contains religious and non-religious arguments. • SPAG – is largely good and key terms are used from the learning log.	history and why they are role models for many people today. • Understand and evaluate the debate in Christianity as to the role of women in Church leadership. • Form an opinion on how religion impacts women. • Understand Christian and Muslim beliefs about peace and war, and be example to explain the criteria of the Just War Theory and lesser jihad. • Evaluate the criteria of just war – do the criteria make sense? Are there any missing? • Explain what nuclear weapons are and debate whether they should have been used in WW2/whether we should have nuclear disarmament. • Evaluate the application of just war to nuclear weapons. • Analyse the differences between religious traditions/denominations and the implications of their beliefs. Fully explain points in 4- and 6-mark questions. Apply referenced teachings to 6-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, and contain religious and non-religious arguments. Arguments and

			counter-arguments are linked together into a logical chain of reasoning.