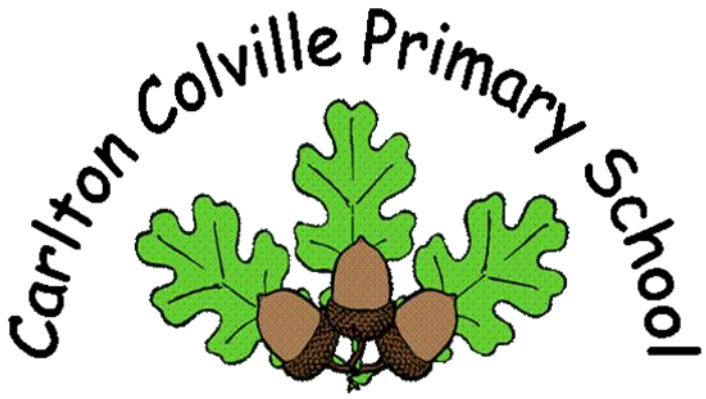

Religious Education

Assessment Document

Religious Education - Milestone 1

Learning Objective	Key Indicators	Basic	Advancing	Deep
To understand beliefs and teachings	Describe some of the main festivals, celebrations and teachings of a religion.	With the support of a teacher, some of the main festivals, celebrations and teachings of a religion are explored.	Generally, some of the main festivals, celebrations and teachings of a religion are described.	The main festivals, celebrations and teachings of a religion are described and explained with some interesting detail.
To understand practices and lifestyles	Recognise, name and describe some religious artefacts, places and practices.	During structured activities, some religious artefacts, places and practices are explored.	There is a growing knowledge of some religious artefacts, places and practices, and some are chosen and described.	There is an in-depth understanding of some religious artefacts, places and practices which are described in interesting and accurate detail.
To understand how beliefs are conveyed	Name and explain the meaning of some religious symbols.	With the support of a teacher, the names and meanings of some religious symbols are explored.	Some religious symbols are selected, named and their meanings described.	Some religious symbols are named and described with interesting and accurate detail.

Religious Education - Milestone 1

Learning Objective	Key Indicators	Basic	Advancing	Deep
To reflect	Identify the things that are important in one's own life and compare these to religious beliefs.	During structured discussions, important aspects of one's own life and how this compares to religious beliefs are explored.	There is a growing understanding and some good explanation of how important aspects of one's own life compares to religious beliefs.	Aspects of one's own life are chosen and compared to religious beliefs from a number of religions.
	Relate emotions to some of the experiences of religious figures studied.	With the support of a teacher, emotions are explored and links pointed out to the experiences of some of the religious figures.	There is a growing ability to explain how emotions relate to some of the experiences of religious figures.	Emotions are related very well to some of the experiences of religious figures and described in some interesting detail.
	Ask questions about puzzling aspects of life.	During structured discussions, some questions about puzzling aspects of life are explored.	During discussions, some questions are raised and opinions given about some puzzling aspects of life.	During discussions, well-considered questions are raised and opinions given and justified about some puzzling aspects of life.
To understand values	Identify how one has to make choices in life.	During structured discussions, there is some exploration of how one must make choices in life.	There is a growing understanding that one must make choices in life and some good examples of this are described.	There is a good understanding that one must make choices in life, including some that are very difficult. Good examples are provided and described well.
	Explain how actions affect others.	There is some awareness of how actions affect others.	There is a growing understanding that actions affect others in a variety of ways, some of which can be explained.	There is a good understanding that actions affect others in a wide variety of ways, which are explained with interesting examples and details.
	Show an understanding of the term 'morals'.	During structured discussions the term 'morals' is explored.	There is a growing use of the term 'morals' when discussing behaviour and decisions.	There is a good understanding of the term 'morals' and many good examples of how it can be applied to familiar situations are provided.

Religious Education - Milestone 2

Learning Objective	Key Indicators	Basic	Advancing	Deep
To understand beliefs and teachings	Present the key teachings and beliefs of a religion, making reference to religious figures.	When encouraged, some good examples of the key teachings and beliefs of a religion are given.	Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.	Key teachings, and how they relate to religious figures, are presented with interesting detail and explanations.
To understand practices and lifestyles	Identify religious artefacts and buildings and explain how and why they are used.	There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.	Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.	Religious artefacts and buildings are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.
	Explain some of the religious practices of both clerics and individuals.	When encouraged, some good examples of explanations of the religious practices of clerics and individuals are given.	Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.	Well-thought out explanations, along with telling examples, of the religious practices of clerics and individuals are given.
To understand how beliefs are conveyed	Identify religious symbolism in literature and the arts.	With support, religious symbolism in literature and the arts is explored.	There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.	Good, well-explained examples of religious symbolism in literature and the arts are given in a wide range of contexts.

Religious Education - Milestone 2

Learning Objective	Key Indicators	Basic	Advancing	Deep
To reflect	Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions.	There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions.	Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.
	Give some reasons why religious figures may have acted as they did.	When encouraged, some reasons why religious figures may have acted as they did are given.	Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.	Carefully reasoned and well-explained examples, that refer to the teachings of a religion, describe why religious figures may have acted as they did.
	Ask questions that have no universally agreed answers.	When encouraged, some questions that have no universally agreed answers are explored.	Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm.	Some well-considered questions that have no universally agreed answers are asked and explored in depth.
To understand values	Explain how beliefs affect people's behaviour.	There are some good examples of explanations of how beliefs affect people's behaviour.	Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts.	Well-considered and detailed explanations are provided for how beliefs affect people's behaviour in a range of contexts.
	Discuss and give opinions on stories involving moral dilemmas.	The term 'moral dilemma' is experienced during discussions.	There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.	Apt, and very well-described instances provided for situations involving moral dilemmas.

Religious Education - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To understand beliefs and teachings	Explain how some teachings and beliefs are shared between religions.	With support, some good examples are provided for, how beliefs are shared between religions	Generally, beliefs that are shared between religions are identified and explained.	Beliefs that are shared between religions are identified and any variations to a general belief are analysed and explained.
	Explain how religious beliefs shape the lives of individuals and communities.	When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities.	Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.	Well-chosen and very well-explained details are provided for how a wide range of religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.
To understand practices and lifestyles	Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	With support, lifestyles of different faith groups are compared and contrasted.	Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.	Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of different faith groups.
	Show an understanding of the role of a spiritual leader.	There is some awareness of the role of a spiritual leader.	There is some interesting exploration and recognition of aspects of the role of a spiritual leader.	There is a good understanding of, and excellent examples provided for, the wide and varied role of a spiritual leader.
To understand how beliefs are conveyed	Explain some of the different ways that individuals show their beliefs.	There is some awareness of the different ways that individuals show their beliefs.	There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.	There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.

Religious Education - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To reflect	Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings.	In structured discussions the concept of identity is explored and related to religious beliefs and teachings.	There are some good examples of explanations of the concept of identity and how this relates to religious beliefs or teachings.	Well-chosen and apt, detailed examples are provided for the concept of identity and how this relates to religious beliefs or teachings.
	Explain ideas about some answers to ultimate questions and why answers may differ between individuals.	There are some good examples of exploration of some answers to ultimate questions and why answers may differ between individuals.	There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers may differ between individuals.	Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals.
To understand values	Explain why different religious communities or individuals may have different views of what is right and wrong.	There are some good examples that show some understanding that different religious communities may have different views of what is right and wrong.	There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong.	There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong.
	Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.	There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.	The word 'integrity' and how this applies to one's own decisions.
	Express own values and remain respectful of those with different values.	With support, personal values are explored.	There are some good examples of articulation of personal values and a respect for those with different values.	Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.