

Skill	KS3 Wellbeing and RS only						KS4 RS GCSE only		
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Knowledge Understanding	<p>Can use <b>some keywords</b> and phrases correctly.</p> <p><b>Can Recall</b> religious and non-religious stories and <b>recognise</b> symbols, verbal and visual forms of expression.</p>	<p>Use <b>keywords and phrases</b> to identify some features of religion and secular beliefs..</p> <p>Can show awareness of <b>similarities between</b> religious and non-religious stories.</p> <p>Can understand how a story, object or action can be <b>interpreted</b>.</p> <p>Can <b>Identify the impact</b> that religious and non-religious belief has on person's life.</p>	<p>Can understand <b>cause and effect</b>.</p> <p>Can recognise <b>similarities and differences</b> between religious and non-religious ideas and stories.</p> <p><b>Describe some ways that people express</b> their religious and non-religious beliefs in their lives.</p>	<p>Can use stories / ideas / evidence from research and writings from scripture and evidence to describe and show <b>understanding</b> of these ideas affect practices, feelings and experiences.</p>	<p>Use an <b>increasingly wide vocabulary</b> to explain the <b>impact that a beliefs or idea</b> has on individuals and communities.</p> <p>Can make <b>my own generalisations</b> about ....</p>	<p>Use <b>wide range of religious and philosophical vocabulary</b> to give informed accounts of religious and secular beliefs and ideas..</p> <p>Can <b>explain reasons</b> for diversity of beliefs.</p> <p>Can <b>explain why</b> the impact of religious and non-religious beliefs on individuals, communities and societies and explain why it varies.</p>	<p>Can use a <b>sophisticated range of religious and philosophical vocabulary</b> to show a <b>coherent understanding</b> of a range of religious and non-religious beliefs.</p> <p>Can <b>account for</b> the influence of history and culture on aspects of religious and non-religious life and practice.</p> <p>Can <b>explain why the experience</b> of belonging to a religious and non-religious community faith will not be the same for all people within the same community.</p>	<p>Use a <b>comprehensive range of religious and philosophical vocabulary</b> to re-tell and explain a range of religious and non-religious beliefs and ideas.</p> <p>Can put beliefs and ideas into the <b>context</b> of history, culture and social setting.</p>	<p>Use <b>complex religious, moral and philosophical vocabulary</b> to provide a consistent and <b>detailed understanding</b> of religious and non-religious and beliefs.</p> <p>Can <b>clearly recognise the extent</b> to which the impact of religion and beliefs on different communities and societies has changed over time.</p>
Analysis Evaluation	<p>Can <b>identify arguments</b> for and against.</p> <p>Can <b>give a personal opinion</b> to a question.</p> <p>Can give a <b>simple reason</b> for holding that opinion.</p>	<p>Can <b>explain the differences and similarities</b> between two varying points of view.</p> <p>Can give <b>more than one reason</b> for holding an opinion.</p>	<p>Can give a <b>series of reasons</b> and justifications for holding a point of view.</p> <p>Can <b>formulate further questions</b> to develop mu understanding.</p> <p>Can relate to ...</p>	<p>Can give a <b>variety of reasons</b> for supporting a statement and a variety of reasons for not supporting a statement.</p> <p>Can <b>provide an analogy</b>...</p> <p>Can <b>apply a</b> particular idea to...</p>	<p>Can <b>classify according strengths and weaknesses</b> of ...</p> <p>Can understand why different people will <b>respond differently</b> to ...</p> <p>Can <b>connect</b> everything that I have learnt and suggest new themes or ideas.</p>	<p>Can <b>describe and explain the diverse range</b> of viewpoints towards a religious or non-religious belief.</p> <p>Can <b>reflect</b> on how useful an idea / practise / event is ....</p>	<p>Can analyse a <b>wide range of differing interpretations</b> of religious, non-religious spiritual and moral sources.</p>	<p>After clearly <b>presenting all arguments</b>, can <b>make a reasoned judgment</b> about which argument is the most convincing and explain why.</p>	<p>Can <b>evaluate in depth</b> the importance of religious and non-religious diversity in a pluralistic society.</p>
Speaking and debating	<p>Can <b>express my point of view</b> clearly to another person or to a group of people.</p> <p><b>Can listen to what</b></p>	<p>Can <b>express my point of view with confidence</b> and give a <b>reason</b> for my point of view.</p> <p>Can <b>give evidence</b></p>	<p>Can express my point of view in a <b>series of reasons and logical steps and evidence</b> to justify my point of</p>	<p>Can <b>clearly express and explain</b> an alternative point of view from another person.</p> <p><b>Can argue for a</b></p>	<p>Can <b>debate clearly</b>, giving <b>relevant reasons</b> for my views.</p> <p>Can respond to what another</p>	<p>Can develop structured and balanced arguments and <b>challenge others' assumptions or ideas</b>.</p>	<p>Can <b>speak with confidence</b> and make a variety of reasoned and persuasive arguments.</p>	<p>Can <b>speak at length</b> with confidence.</p> <p>Can <b>make connections</b> between information</p>	<p>Can <b>verbally explain with confidence and at length</b> the validity of a wide range of viewpoints and evidence.</p>

	other people are saying	/ an example for my point of view. Can wait for my opponent to finish their point of view before giving my own.	view. Can <b>respond</b> to a point of view that someone else has given.	<b>point of view</b> even if I do not personally agree with it.	person has said and <b>use their argument to strengthen my own argument.</b>	Can use reason and examples to <b>persuade</b> another person to change their point of view.	Can <b>represent a variety of different viewpoints</b> , including those I do not agree with.	derived from different sources and my own experience in order to make <b>perceptive observations</b> and coherent arguments.	Can <b>synthesise views to draw clear conclusions.</b> Can present <b>coherent, perceptive and compelling arguments.</b>
Researcher	Can <b>ask the right questions</b> for my enquiry.  Can <b>organise</b> my time.  Can <b>find one reliable source</b> to find answers to my question.	Can <b>find a variety of reliable sources</b> to help me find answers to my question.  Can <b>select the right piece of information</b> from my sources to find answers.	Can <b>get the big picture</b> by looking at all issues, examples and situations involved with the question  Can <b>use my initiative</b> to seek answers from various places.	Can <b>identify different viewpoints</b> to answer my question from a range of sources.  Can show how <b>sources and their evidence can be biased.</b>	Can <b>explain the reasons</b> that sources and their evidence can be biased.  Can <b>prioritise</b> which sources to use to find answers to my question.	Can use <b>primary and secondary</b> sources.  Can <b>Interpret different sources of information</b> and begin to assess these for validity.	Can <b>evaluate the different strengths and weaknesses</b> of primary and secondary sources.  Use a <b>range of research strategies</b> and sources with confidence.	Can <b>select and evaluate relevant evidence</b> and sources to question a wide range of different ideas and views.	Research complex and challenging questions.  Can select appropriate ways to find out information relevant to my question.
Responding to issues of Morality and Meaning	Can understand the different <b>definitions of right and wrong.</b>  Can give an <b>example</b> of actions that can be considered right and wrong.	Can understand ideas about what <b>is fair and unfair.</b>  Can see the <b>difference and similarities between</b> what is right and what is fair.  Can use <b>examples</b> to show the difference between right and wrong and fair and unfair.	Can <b>identify the source of morality.</b> (can show where ideas of right and wrong come from.)  Can <b>explain why there is a variety of opinion</b> about what is right and wrong, fair and unfair.	Can show that issues of <b>morality are complex</b> by using examples and experience.  Can show <b>how people respond</b> to moral issues.	Describe situations where ideas about right and wrong can <b>conflict.</b>  Can explain how <b>religious and non-religious sources are used</b> to provide answers to ultimate questions and ethical issues.	Can <b>recognise diversity</b> in forms of religious, non-religious, spiritual and moral expression.	Can describe some of the <b>influences</b> that shape different religious and non-religious moral codes and <b>evaluate</b> their strengths and weaknesses of these influences.	Can <b>interpret sources</b> and arguments that are used to make moral decisions.	Can <b>synthesise effectively</b> lots of different accounts of religious, non-religious, spiritual and moral expression.  Can analyse issues, values and questions of <b>meaning and truth.</b>
Being a Citizen	Can <b>identify some of the groups I belong to.</b>  Can identify how these groups are	Can describe some <b>different features of their communities</b> and how they are <b>changing.</b>	Can describe some of the <b>rights and responsibilities people have towards each</b>	Can describe <b>key features of the political and justice systems</b> in the UK.	Can <b>compare democracy and justice in the UK</b> with different forms of government in the	Can explain how different rights need to be protected, supported and balanced, drawing on examples from	Can show <b>understanding of the complexity of issues</b> affecting different	Can show a <b>detailed understanding of democracy</b> and justice, rights and responsibilities,	Can make <b>sophisticated observations</b> about democracy, justice, rights and responsibilities,

	<p><b>organised.</b></p> <p>Can explain the difference between <b>rights and responsibilities.</b></p>	<p>Can understand <b>the role that an individual</b> has in a community of people.</p>	<p><b>other.</b></p> <p>Can describe some of the <b>diverse groups and communities in the UK</b> and the wider world.</p>	<p>Can explain some of the different ways in which people can <b>participate in democracy.</b></p> <p>Give <b>examples of how the UK is a diverse society</b> and is interconnected with the wider world.</p>	<p>world.</p> <p>Can consider <b>situations where rights and responsibilities conflict.</b></p>	<p>local to global contexts.</p>	<p>stakeholders in communities.</p> <p>Can begin to <b>evaluate the roles citizens can take in shaping decisions</b> and holding those in power to account.</p>	<p>identities and diversity, and how these change over time.</p> <p>Can <b>explore and question the ways in which justice, laws and governments operate in different places.</b></p>	<p>identities and diversity.</p>
Active citizenship	<p>Can <b>explore issues</b> that affect people in the local community.</p>	<p>Can <b>suggest how things might be improved</b> in their community through the actions that they or others take.</p>	<p>Can <b>plan some action</b> and take part in <b>decision-making activities</b> with others, in familiar contexts.</p>	<p>Can <b>work with others</b> to plan and carry out a course of action to address issues that they feel are <b>significant in their communities.</b></p>	<p>Can <b>work with others</b> to plan and carry out actions <b>aimed at making a difference to the lives of others.</b></p> <p>Can <b>explain the impact</b> of actions taken.</p>	<p>Can work with others to <b>negotiate, plan and carry out actions</b> aimed at improving or influencing the community.</p> <p>Can <b>reflect on the extent of their success</b>, suggest what they might do next</p>	<p>Can <b>use own initiative</b> to work with others to initiate, negotiate, plan and carry out appropriate courses of action in the local and wider community <b>to bring about change for the common good.</b></p>	<p>Can <b>evaluate the impact of their actions</b> and suggest alternate approaches.</p> <p>Can <b>hypothesise alternative courses of action</b> exploring the different implications of each.</p>	<p>Can <b>take a leading role in defining, negotiating and undertaking courses of action</b> with others to address issues and problems in society.</p>