

RE KS3 Pathway Statements

Students will be taught to:

- Describe and understand knowledge from various religions, religious traditions and non-religious worldviews
- Understand and explain differences of within and between religions, religious traditions and non-religious worldviews
- Analyse views on ethical and philosophical issues, understanding why viewpoints differ
- Use evidence to evaluate religious and non-religious beliefs, and make judgements on ethical and philosophical issues

Stage	Knowledge	Understanding	Analysis	Evaluation
7	Students are confident in describing various religious beliefs from different religious traditions. They can explain how concepts interlink, and the differences between religious and non-religious worldviews	Students can confidently explain and understand why differences of belief can exist within the same religion, e.g. Catholic and Protestant or Eastern Orthodox Christians have different opinions about the authority of the Pope	Students can give a comprehensive range of views on an ethical or philosophical issue, whilst acknowledging how and why their view differs to others (religious or non-religious believers)	Students begin to recognise that some arguments are stronger than others, using counter-arguments to show critical analysis. They can provide a sound judgement, which acknowledges nuances in the debate.
6	Students are gaining confidence in describing various religious beliefs from different religious traditions. They are beginning to explain links between concepts and different worldviews	Students can begin to explain why differences of belief can exist within the same religion, e.g. Catholic and Protestant or Eastern Orthodox Christians have different opinions about the authority of the Pope	Students can give a good range of views on ethical or philosophical issues, whilst acknowledging how and why their view differs to others	Students can provide a sound judgement, which acknowledges nuances in the debate. They are beginning to recognise strengths and weaknesses of arguments.
5	Students can describe and start to explain links between religious beliefs and concepts e.g. charity and afterlife, and how the two interact with each other	Students can explain that different religions have different opinions on concepts such as creation or afterlife. They are beginning to understand the idea of denominations and differences in belief	Students can identify the differences in beliefs between religions and non-religious worldviews, and compare them to their own views and beliefs	Students can reach a clear, well constructed judgement and provide evidence for this
4	Students can confidently describe different religious and non-religious beliefs,	Students can begin to explain that different religions have different opinions and understanding of	Students are able to discuss others' opinions on concepts e.g. afterlife and creation. They are beginning to	Students can reach a clear judgement on an issue, and are beginning to give evidence

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	linking them to other concepts. They are beginning to explain links between concepts	concepts such as creation, or afterlife	compare differences with their own views too	
3	Students can describe religious beliefs, and non-religious world-views, such as beliefs about afterlife for Muslims, Christians and Humanists e.g. "Christians believe in an afterlife, whereas humanists do not."	Students understand that belief in religion may affect multiple parts of a believers' life e.g. marriage, food and clothing rules	Students are able to confidently give their point of view, whilst beginning to acknowledge differences of opinions of others	Students can reach a judgement on a statement or an issue, and give a personal opinion
2	Students can describe beliefs from different religions, e.g. beliefs about afterlife for Muslims and Christians	Students can name beliefs that affect the lives of believers e.g. "Christians get married in a church"	Students can give their point of view on a concept e.g. afterlife	Students are able to make a judgement on a statement or issue
1	Students can begin describing basic beliefs	Students can begin to understand how beliefs affect the lives of believers	Students can begin to give a point of view or opinion on concepts e.g. afterlife	Students can begin to form judgements on statements or questions