|  |
| --- |
| **Expectations at the end of Key Stage Three** |

|  |  |
| --- | --- |
| 1. **Knowledge and Understanding** | **B. Skills and Attitudes** |
|  |  |
| Pupils shouldcompare and contrast using a range of vocabulary the religious and philosophical arguments including questions about the existence of God and evaluate religious moral arguments and express their own opinions and beliefs supported by evidence.  Pupils shouldanalyse and explain how religious ideas beliefs and ideas are communicated through people, texts and traditions and  discuss and evaluate religious diversity and reflect on the challenges, tensions and opportunities that presents locally and globally. | Pupils shouldreflect and evaluate their own and other’s beliefs about world issues such as war and peace, and environmental issues and acquire knowledge and understanding of their own identity linked to their own cultural and religious or non-religious background.  Pupils shouldInterpret and explain a variety of forms of religious expression and develop their understanding of their own responsibilities and rights in becoming a citizen of the world. |

| **Objectives** | **Learning Outcomes** | **Examples and notes** |
| --- | --- | --- |
| **A1**  Show knowledge and understanding of the fundamental beliefs expressed through leaders of the faith  Demonstrate an understanding of some of the major scriptures and their importance to the beliefs and practices of believers | Pupils can:  Describe and explain the fundamental beliefs of major world faiths including people and texts and reflect on the impact of the beliefs on the lives of the adherents | **The lives of religious leaders:**  Buddha , Guru Nanak, Jesus, Moses, and Krishna  The sacred texts: Qur’an, Bhagavad Gita, Bible, Torah, Guru Granth Sahib  Why for Muslim’s is God’s guidance so important ?  **Why is Jesus called Saviour? CC** |
| **A2**  Show an understanding of the main arguments for and against the existence of God  Understand the meaning of a range of religious language used in expressing religious and philosophical ideas | Analyse and compare the different religious and philosophical arguments using a range of vocabulary consistently and accurately | Science in relation to religion  The existence of God, life after death, suffering and evil  Atheism, Theism, Agnosticism, Humanism |
| **A3**  Show an understanding of the importance of moral law and codes for at least 3 faiths  Demonstrate an awareness of the moral philosophy behind the moral laws and codes and question their relevance in today’s society | Describe and explain some of the moral laws and codes that  come from different religious traditions and reflect on the questions they raise for our own beliefs and values | **Enquiry into Christian Love CC**  10 Commandments, the Beatitudes, the 5 Basic Precepts, the Eightfold path,  Sikh Reht Maryada*, (SRM),* 10 Commandments of Sanatha Dharma  War and moral codes - The Just War Theory, the Geneva convention |
| **A4**  Show an understanding of coming of age ceremonies and how they demonstrate commitment to the faith  Show a detailed knowledge of the leaders of faiths and how their beliefs are expressed in the lifestyle and actions | Interpret and evaluate a variety of forms of religious and spiritual expression of individuals within different faiths  Recall the details of the lives of at least 2 leaders of faith and explain how their beliefs inspired their actions and lifestyle | Expression through coming of age ceremonies: Bar Mitzvah, Sacred Thread, Confirmation,  Imams, Vicars, Pandits/Pujari, Pope,  Sadhus, Nuns and monks, Sufi mystics, |
| **B1**  Demonstrate a detailed knowledge and understanding of many religious and philosophical key terms  Show an understanding of the philosophical and religious questions and express their own beliefs and ideas with confidence | Apply a wide range of religious and philosophical vocabulary recognising  the power and the limitations of language in expressing religious ideas and beliefs | Miracles, Immortality and revelation  Transcendence and immanence  Religious experiences:  The road to Damascus  The Night of Power  The story of Lourdes  The crying Ganesh  God revealed through creation |
| **B2**  Analyse their own position within the local community linked to values and beliefs. Develop their own understanding and celebrate their own identity, background and traditions and how these can compare with others.  Evaluate the tensions and challenges of belonging to a faith community in the contemporary world | Show an appreciation of the challenges of young people in following a faith in the local Solihull community and how their faith is linked to identity and tradition  Gain an understanding of local issues within faith groups and the national initiatives including community cohesion and reflect how they may support tolerance and respect for each other | Inter faith dialogue: Corymeela, Taize , Local inter faith dialogue - Solihull Faith Forum  Community cohesion, wearing of religious symbols, the purpose of religious education  Growing up in a faith  Rites of passage including confirmation, Bar/Bat Mitvah and the sacred thread ceremony  Prejudice and discrimination |
| **B3**  Show insight and knowledge into how moral codes develop over time and understand the causation of their own moral codes and beliefs | Explain and analyse religious beliefs about ethical issues and develop a deeper understanding of their own beliefs and values | Environmental issues , war and peace, wealth and poverty  Forgiveness and repentance  Issues of good and evil  Agape  Equality |
| **B4**  Demonstrate an understanding of different forms of expression of religious worship in a variety of faiths and within the same faith. | Explore and reflect on the relationship between religious beliefs, practices, teachings, and spiritual expression communicating their own ideas and using reasoned argument | The experience of the spiritual through worship  Corporate worship, Pilgrimage, Diversity of private worship – meditation and prayer |