

Description of skill Year 7	Developing	Secure	Advanced	Exceptional
Knowledge and understanding	Can usually define simple key terms and use them to describe some of the main ideas	<p>Can usually demonstrate knowledge of religions and philosophical ideas, supported by an understanding of key terms and language</p> <p>Can develop some descriptions of religious beliefs and practices, and philosophical ideas, which includes some accurate and relevant detail.</p>	<p>Can competently demonstrate knowledge of religions and philosophical ideas, supported by an understanding of key beliefs, practices and concepts, and mostly correctly to both familiar and unfamiliar contexts</p> <p>Can develop mostly accurate descriptions of religious beliefs and practices, and philosophical ideas, which includes mostly relevant detail and simple explanations.</p>	<p>Can competently demonstrate accurate high level knowledge of religions and philosophical ideas, combined with a clear use of religious and philosophical literacy and apply these correctly to both familiar and unfamiliar contexts using accurate religious and philosophical terminology</p> <p>Can develop accurate, logical and detailed descriptions, explanations and arguments relating to religious beliefs and practices, and philosophical ideas</p>
Key concepts	<p>Can occasionally apply a religious or philosophical concept within the context of the lesson</p> <p>Can usually start to identify / understand what concept is being used within the lesson</p>	<p>Can usually apply a religious or philosophical concept within the context of the lesson</p> <p>Can usually start to identify / understand what concept is being used within the lesson</p>	<p>Can apply the religious or philosophical concept within the context of the lesson</p> <p>Can identify / understand the concept being used within the lesson</p>	<p>Can competently and consistently apply the religious or philosophical concept within the context of the lesson</p> <p>Can consistently identify / understand the concept being used within the lesson</p>
Development of arguments	Can usually give two different points of view concerning a religious belief or practice, or philosophical idea	Can usually give two or more different points of view concerning a religious belief or practice, or philosophical idea supported by relevant knowledge and understanding	Can consistently give two or more different points of view concerning a religious belief or practice, or philosophical idea developed through a logical chain of reasoning that is supported by relevant knowledge and understanding	Can competently and consistently give two or more different points of view concerning a religious belief or practice, or philosophical idea developed through a logical chain of reasoning that is supported by relevant knowledge and understanding
Judgement	Can usually begin to make a judgement in simple terms	Can make a judgement in simple terms with a simple explanation using evidence and accurate developed arguments	Can occasionally use detailed evidence and explanation of a developed argument to make a judgement	Can competently and consistently use detailed evidence and explanation of developed arguments to make a judgement
SPAG: Spelling and Grammar	Some attempt to use keywords but frequently spells them incorrectly. Often forgets punctuation and key grammar rules	Often uses keywords but inconsistently spells them correctly. Punctuation and grammar satisfactory with minor mistakes.	Mostly uses keywords where appropriate and consistently spells them correctly. Punctuation and grammar good with few mistakes.	Always uses keywords where appropriate and consistently spells them correctly. Punctuation and grammar very good with few mistakes.

Description of skill Year 8	Developing	Secure	Advanced	Exceptional
Knowledge and understanding	Can usually define simple key terms and use them to describe some of the main ideas	Can usually demonstrate knowledge of religions, supported by an understanding of key terms and language Can develop some descriptions of religious beliefs and practices, which includes some accurate and relevant detail.	Can competently demonstrate knowledge of religions, supported by an understanding of key beliefs, practices and concepts, and mostly correctly to both familiar and unfamiliar contexts Can develop mostly accurate descriptions of religious beliefs and practices, which includes mostly relevant detail and simple explanations.	Can competently demonstrate accurate high level knowledge of religions, combined with a clear use of religious and literacy and apply these correctly to both familiar and unfamiliar contexts using accurate religious and philosophical terminology Can develop accurate, logical and detailed descriptions, explanations and arguments relating to religious beliefs and practices
Key concepts	Can occasionally apply a religious or philosophical concept within the context of the lesson Can usually start to identify / understand what concept is being used within the lesson	Can usually apply a religious or philosophical concept within the context of the lesson Can usually start to identify / understand what concept is being used within the lesson	Can apply the religious or philosophical concept within the context of the lesson Can identify / understand the concept being used within the lesson	Can competently and consistently apply the religious concept within the context of the lesson Can consistently identify / understand the concept being used within the lesson
Development of arguments	Can usually give two different points of view concerning a religious belief or practice. Can sometimes make links to prior learning to support argument	Can usually give two or more different points of view concerning a religious belief or practice, supported by relevant knowledge and understanding. Can usually make links to prior learning to support arguments	Can consistently give two or more different points of view concerning a religious belief or practice developed through a logical chain of reasoning that is supported by relevant knowledge and understanding. Can often make links to prior learning to support arguments Can usually support arguments with a reference to religion	Can competently and consistently give two or more different points of view concerning a religious belief or practice, or philosophical idea developed through a logical chain of reasoning that is supported by relevant knowledge and understanding. Can competently and consistently make links to prior learning to support arguments Can consistently support arguments with a reference to religion
Judgement	Can usually begin to make a judgement in simple terms	Can make a judgement in simple terms with a simple explanation using evidence and accurate developed arguments	Can occasionally use detailed evidence and explanation of a developed argument to make a judgement	Can competently and consistently use detailed evidence and explanation of developed arguments to make a judgement
SPAG: Spelling and Grammar	Some attempt to use keywords but frequently spells them incorrectly. Often forgets punctuation and key grammar rules	Often uses keywords but inconsistently spells them correctly. Punctuation and grammar satisfactory with minor mistakes.	Mostly uses keywords where appropriate and consistently spells them correctly. Punctuation and grammar good with few mistakes.	Always uses keywords where appropriate and consistently spells them correctly. Punctuation and grammar very good with few mistakes.

Description of skill Year 9	Developing	Secure	Advanced	Exceptional
Knowledge and understanding	<p>Can usually define simple key terms and use them to describe some of the main ideas</p> <p>Can usually give a simple explanation of the ethical issue</p>	<p>Can usually demonstrate knowledge of the ethical issue, supported by an understanding of key terms and language</p> <p>Can develop some descriptions of religious beliefs relevant to the ethical issue, which includes some accurate and relevant detail</p>	<p>Can competently demonstrate knowledge of the ethical issue, supported by an understanding of key terms, issues and concepts, and mostly correctly to both familiar and unfamiliar contexts</p> <p>Can develop mostly accurate descriptions of religious beliefs relevant to the ethical issue, which includes mostly relevant detail and simple explanations</p>	<p>Can competently demonstrate accurate high level knowledge of the ethical issue, combined with a clear use of religious and ethical literacy and apply these correctly to both familiar and unfamiliar contexts using accurate religious and ethical terminology</p> <p>Can develop accurate, logical and detailed descriptions, explanations and arguments relating to religious beliefs that are relevant to the ethical issue</p>
Key concepts	<p>Can occasionally apply an ethical concept within the context of the lesson</p> <p>Can usually start to identify / understand what concept is being used within the lesson</p>	<p>Can usually apply an ethical concept within the context of the lesson</p> <p>Can usually start to identify / understand what concept is being used within the lesson</p>	<p>Can apply the ethical concept within the context of the lesson. Can often make links to other ethical and/or religious concepts from prior learning</p> <p>Can identify / understand the concept being used within the lesson</p>	<p>Can competently and consistently apply the ethical concept within the context of the lesson. Can consistently make links to other ethical and/or religious concepts from prior learning</p> <p>Can consistently identify / understand the concept being used within the lesson</p>
Development of arguments	<p>Can usually give two different points of view concerning an ethical issue. Can sometimes make links to prior learning to support argument</p>	<p>Can usually give two or more different points of view concerning an ethical issue, supported by relevant knowledge and understanding. Can usually make links to prior learning to support arguments</p>	<p>Can consistently give two or more different points of view concerning a religious belief or practice developed through a logical chain of reasoning that is supported by relevant knowledge and understanding. Can often make links to prior learning to support arguments</p> <p>Can usually support arguments with a reference to religion</p>	<p>Can competently and consistently give two or more different points of view concerning a religious belief or practice, or philosophical idea developed through a logical chain of reasoning that is supported by relevant knowledge and understanding. Can competently and consistently make links to prior learning to support arguments</p> <p>Can consistently support arguments with a reference to religion and application of specific religious teaching to ethical issue</p>
Judgement	<p>Can usually begin to make a personal judgement in simple terms</p>	<p>Can make a judgement in simple terms with a simple explanation using evidence and accurate developed arguments</p>	<p>Can occasionally use detailed evidence and explanation of a developed argument to make a judgement. Can usually offer a consideration of the strongest and weakest argument</p>	<p>Can competently and consistently use detailed evidence and explanation of developed arguments to make a judgement. Can consistently offer a consideration of the strongest and weakest argument</p>
SPAG: Spelling and Grammar	<p>Some attempt to use keywords but frequently spells them incorrectly. Often forgets punctuation and key grammar rules</p>	<p>Often uses keywords but inconsistently spells them correctly. Punctuation and grammar satisfactory with minor mistakes.</p>	<p>Mostly uses keywords where appropriate and consistently spells them correctly. Punctuation and grammar good with few mistakes.</p>	<p>Always uses keywords where appropriate and consistently spells them correctly. Punctuation and grammar very good with few mistakes.</p>