



Year 8 Religious Education

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. Religious education incorporates cross-curricular dimensions such as identity, cultural diversity and community cohesion, and provides important unifying themes that help young people make sense of the world and give education relevance. Religious education reflects the major ideas and challenges that face individuals and society and can provide a focus for work within and between subjects and across the curriculum as a whole.

	Key Performance Indicators	Age Related Expectations
Understanding beliefs and teachings	<ul style="list-style-type: none"> - Explain how some teachings and beliefs are shared between religions. - Explain how religious beliefs shape the lives of individuals and communities. 	<p>A child can draw on previous learning and compare the key features of different world religions.</p> <p>They should also be able to compare the impact of beliefs and following a religion on different individuals.</p>
Understanding practises and lifestyles	<ul style="list-style-type: none"> - Explain the practices and lifestyles involved in belonging to a faith community. - Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. 	<p>A child can explain and compare the experiences of different believers and describe the effects of following a religion on a person's behaviour and actions.</p> <p>They can also compare the different interpretations of followers of the same religion, and understand how spiritual teachings can sometimes be misinterpreted.</p>
Understanding how beliefs are conveyed	<ul style="list-style-type: none"> - Understand the role of a spiritual leader. - Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. 	<p>A child can understand how spiritual leaders can sometimes misinterpret spiritual teachings and distort them to suit their own opinion.</p> <p>They should also be able to compare the lifestyles of different sectors within the same faith and relate this to different interpretations of a religion.</p>
Reflecting on personal beliefs and experiences	<ul style="list-style-type: none"> - Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. - Explain their own ideas about the answers to ultimate questions. - Explain why their own answers to ultimate questions may differ from those of others. 	<p>A child can recognise and express their own feelings whilst remaining respectful to those that hold different beliefs.</p> <p>They should also be able to compare and contrast their own beliefs with the beliefs of other people from different religious backgrounds .</p>
Understanding values	<ul style="list-style-type: none"> - Explain why different religious communities or individuals may have a different view 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). - Express their own values and remain respectful of those with different values. 	<p>A child can compare the views of different religions on what is right and what is wrong.</p> <p>They should also be able to give real life examples of individuals following the rules of their religion and explain how shared beliefs about rights and wrongs affect people's behaviour.</p> <p>They should also be able to compare their opinion with that from other religious viewpoints (eg. I think...but a Buddhist believes...and a Sikh believes...), particularly in the context of moral dilemmas.</p>