

## Age Related Expectation - Theology and Ethics (T&E)

	End of KS2	Year 7	Year 8	Year 9	Year 10	Year 11
<b>KNOW AND UNDERSTAND</b>	I can identify specific keywords and describe different features of the religious and non-religious worldviews I am studying using some of my own knowledge.	<p>I can understand the main beliefs and practices of the religions and worldviews I am studying.</p> <p>I can understand and explain the main beliefs, expressions and practices of the theistic and atheistic/ agnostic worldviews that I am studying. I am beginning to show awareness of their similarities and differences, and can apply that understanding to the enquiry-based questions studied. I am beginning to show understanding of the origins of sacred texts.</p>	<p>I can explain a range of different beliefs and practices of the religions and worldviews I am studying and I am beginning to show awareness of the differences between them.</p> <p>I can understand and explain the main beliefs, expressions and practices of the worldviews that I am studying. I can identify and describe their similarities and differences, especially in the application to the enquiry-based question I am studying. I am starting to apply the writings of sacred texts to substantiate practices within a worldview.</p>	<p>I can explain a wide range of different beliefs and practices of religions and worldviews and I can make clear links to the differences between them. I can make supported comments on the diversity within each of the worldviews I am studying.</p> <p>I can identify how different sources of wisdom and authority may be used to support different arguments from contrasting worldviews. I can explain the similarities and differences between worldview opinions about enquiry-based themes. I am beginning to evaluate my opinion on matters, and understand where those opinions may have originated from. I am beginning to identify how issues may affect various people differently. I am able to confidently apply sacred texts to contemporary content.</p>	<p>I can produce a sustained analysis of the influence of a wide range of beliefs and practices of worldviews I am studying on a range of different individuals and communities.</p> <p>I can explain the similarities and differences between worldview opinions about various themes. I am able to critically evaluate my opinion on matters, and understand where those opinions may have originated from. I am able to identify how issues may affect various people differently, including the differences between the affect on individuals and communities. I am able to confidently apply sacred texts to contemporary content, and am beginning to evaluate a range of source materials, using this evaluation to produce substantiated judgments about the utility of the material to the specific worldviews that I am studying.</p>	<p>I am able to consistently evaluate the influence of common and divergent beliefs and practices within and between different worldviews.</p> <p>I can find and use sources of wisdom and authority critically to carry out independent research about a wide range of religious and/or worldviews I am studying and am beginning to incorporate source material seamlessly into my own arguments.</p> <p>I can evaluate the similarities and differences between worldview opinions about various themes. I am able to critically evaluate various opinions, including my own, and evaluate where those opinions may have originated from. I am able to identify how issues may affect various people differently, including the differences between the affect on individuals and communities. I am able to confidently apply sacred texts to contemporary content, and evaluate a range of source materials, using this evaluation to produce substantiated judgments about the utility of the material to the specific worldviews that I am studying.</p>

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<p><b>REFLECT AND REASON</b></p>	<p>I can identify the different types of religious beliefs and teachings around the world and identify some sources of wisdom and authority that have influenced them.</p> <p>I understand why different sources of wisdom and authority exist and recognise why there are differences between them.</p>	<p>I am beginning to appreciate that different religions and worldviews exist. I am able to use some of my own knowledge to support or challenge them.</p>	<p>I can explain the reasons why a range of sources of wisdom and authority exist, and I am beginning to show awareness of the significance of the differences between them.</p> <p>I can understand why different religions and worldviews exist and I am able to use my own knowledge to show awareness of the different factors that have caused others to question them.</p>	<p>I can produce a developed explanation why different interpretations of sources of wisdom of authority exist between and within a range of religious and non-religious worldviews and explain why they inspire people to follow a particular religious or philosophical path.</p> <p>I can explain how different worldviews respond to challenges to their beliefs and draw upon a range of examples from the media and philosophy to support my reflections.</p>	<p>I can produce a sustained analysis of the similarities and differences between a wide range of interpretations of sources of wisdom and authority, providing a range of examples to explain why they inspire people to follow a particular religious or philosophical path.</p> <p>I can research and present a wide range of evidence and examples of how different religions and worldviews respond to challenges to their beliefs. I can offer a substantiated judgement on whether I agree or disagree with them.</p>	<p>I am able to consistently select and evaluate the best sources of wisdom and authority to draw reasoned conclusions why they inspire people to follow a particular religion or philosophical path.</p> <p>I can sustain and give well reasoned arguments using sources of wisdom and my own knowledge to evaluate how different religions and worldviews respond to challenges to their beliefs. I can confidently make substantiated judgements on whether I agree or disagree with them from a philosophical, theological or ethical perspective.</p>
<p><b>EXPRESS IDEAS AND INSIGHTS</b></p>	<p>I know that people have different opinions on how to lead a good life.</p> <p>I can identify the difference between right and wrong.</p> <p>I can describe why people think belonging to a diverse community may be valuable.</p>	<p>I appreciate how a range of beliefs, symbols and actions impact different religious and non-religious ideas about the meaning of life.</p> <p>I understand why different people have different opinions on what is right and wrong.</p> <p>I understand the challenges of living in a diverse community and am beginning to identify the importance of promoting the value of respect to promote the wellbeing of all.</p>	<p>I can explain reasons why different religious and non-religious individuals/communities express their beliefs and values about the meaning of life in many different forms.</p> <p>I can explain why different people have different opinions on what is right and wrong using examples from a religious and worldview perspective.</p> <p>I can explain the importance of promoting community cohesion using examples from different religious and worldview perspectives.</p>	<p>I can appraise a range of reasons why different religious and non-religious individuals/communities express their beliefs and values about the meaning of life in many different forms.</p> <p>I can make clear links between a range of different responses to moral and ethical questions of right and wrong using examples from a religious and worldview perspective, as well as my own reasoning.</p> <p>I can make a developed explanation about the importance of promoting community cohesion using examples from a wide range of religious and worldview perspectives.</p>	<p>I can produce a sustained analysis of how and why different religious and non-religious individuals/communities express their beliefs and values about the meaning of life in many different forms. I am beginning to make some links between the different perspectives that exist within and between them.</p> <p>I can evaluate a range of different responses to significant moral and ethical questions in ways that are well informed, invite personal response and use reasoning to draw examples from religious and non religious viewpoints.</p> <p>I can make a supported judgement about the importance of promoting</p>	<p>I can confidently and consistently produce a sustained analysis of how and why different religious and non-religious individuals/communities express their beliefs and values about the meaning of life in many different forms. I can sustain a clear argument why different perspectives exist within and between them.</p> <p>I am able to consistently select and evaluate the best pieces of precise detail to support or contradict a wide range of significant moral and ethical questions that are supported by theological, philosophical and ethical viewpoints.</p> <p>I am consistently able to make a supported judgement about the importance of promoting community</p>

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				I am beginning to account for the challenges diverse communities face around the world.	community cohesion using examples from a wide range of religious and worldview perspectives, as well as my own perspective.  I can evaluate the issues of living in diverse communities and raise questions about the impact of diversity within and between countries around the world.	cohesion using examples from a wide range of religious and worldview perspectives, as well as my own perspectives into my arguments.  I can sustain a clear argument using detailed examples about the issues of living in a diverse world and recognise my role as a young adult within the global community.
<b>COMMUNICATE</b>	My spelling, punctuation and grammar is developing and I can use words that express an opinion on matters of worldview teachings and beliefs using everyday language, recognising others might have different views.	My spelling, punctuation and grammar is reasonably accurate and I am beginning to use some specialist terms to construct an argument about worldview beliefs. I am beginning to use phrases such as 'some people may believe...'; if not specifying the worldview I am referring to.	My spelling, punctuation and grammar is developing with greater accuracy and I can use a range of specialist terms appropriately to construct an argument about worldview practices. I am confidently using phrases such as '_____ may believe...'; and correctly referring to a worldview. I am starting to make direct links between beliefs and practices. I am beginning to formulate my own considered conclusions, either verbally or in writing.	My spelling, punctuation and grammar is quite accurate and I can use a variety of specialist terms to construct an argument about matters of worldview beliefs and practices. I am confidently using phrases such as '_____ may believe...'; and correctly referring to a worldview. I am confidently making direct links between beliefs and practices, and how these inform opinions on the themes covered. I am also comparing and contrasting different worldviews in order to reach a justified conclusion of my own, either in writing or verbally.	My spelling, punctuation and grammar is accurate and I can use a range of specialist terms to construct a justified argument on matters of worldview beliefs and practices, based on an analysis and evaluation of different perspectives in conversation and writing. I am starting to develop my verbal and written debating skills, both in formulating arguments and responding to them in a clear yet measured way.	My spelling, punctuation and grammar is accurate and effective. I can use a range of specialist terms to construct a sustained and convincing argument on matters or worldviews beliefs and practices based on critical analysis and evaluation of different perspectives. I am confidently using my verbal and written debating skills, both in formulating arguments and responding to them in a clear yet measured way.