RELIGIOUS EDUCATION RECORD

Class: ……

The Six Areas of Enquiry

A. Beliefs, Teachings and Sources
B. Practices and Ways of Life
C. Forms of Expressing Meaning
D. Identity, Diversity and Belonging
E. Meaning, Purpose and Truth
F. Values and Commitments

KEY:
T = Target Level Achieved
T- = Working Towards Target
T+ = Working Beyond Target

Name	Level 5		Level 6		Level 7		Level 8	
	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2
Amy Andrews-Smith	T+	T+	T-	T				
Ben Barnett	T-	T-						
etc								

Level 5 – AT1

A. I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.

B. I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.

C. I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.

D. I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.

E. I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.

F. I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.

Level 5 – AT2

A. I can say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them.

B. I can say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies.

C. I can use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.

D. I can consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples.

E. I can use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth.

F. I can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me.

Level 6 – AT1

A. I can present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence.

B. I can show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion.

C. I can use a wide religious and philosophical vocabulary as well as different of forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways.

D. I can give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others.

E. I give my personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life.

F. I can give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people.

Level 6 – AT2

A. I can analyse the results of different sorts of research and place different interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts

B. I can weigh up different points of view and come to a conclusion on how religions and beliefs make a difference to communities and societies in different times and places.

C. I can use a comprehensive religious and philosophical vocabulary in weighing up the meaning and importance of different forms of religious, spiritual and moral expression.

D. I can weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments, reflections and examples.

E. I can weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples

F. I can weigh up in detail a wide range of viewpoints on questions about values and commitments, and come to my own conclusions based on evidence, arguments, reflections and examples.