

Religious Studies Descriptors

ASSESSMENT OBJECTIVES	KS 3 INDICATOR GRADE 1-2	KS 3 INDICATOR GRADE 3-4	KS 3 INDICATOR GRADE 5-6 + EP
<p>(Aims A and B) LEARNING ABOUT RELIGIONS/ WORLDVIEWS AND THEIR IMPACT AND SIGNIFICANCE</p>	<ul style="list-style-type: none"> • Describe different local, national and global expressions and interpretations of religious and nonreligious worldviews. • Describe how people express their views in a variety of ways. • Suggest simple reasons for similar and different interpretations of sacred texts. • Suggest simple reasons why some people are inspired to follow a particular religious or philosophical path. 	<ul style="list-style-type: none"> • Describe and begin to compare different local, national and global expressions and interpretations of religious and nonreligious worldviews. • Describe how and begin to explain why people express their views in a variety of ways. • Suggest reasons for similar and different interpretations of sacred texts. • Offer explanations as to why some people are inspired to follow a particular religious or philosophical path. 	<ul style="list-style-type: none"> • Compare different local, national and global expressions and interpretations of religious and nonreligious worldviews. • Explaining how and why people express their views in a variety of ways. • Detailed explanations of similar and different interpretations of sacred texts. • Offer justified explanations as to why some people are inspired to follow a particular religious or philosophical path.
<p>Aim C ENGAGE WITH RELIGION</p>	<ul style="list-style-type: none"> • Awareness of some ultimate questions that are raised by human life which invite reasoned personal responses, expressing insights that draw on a range of examples including the arts, media and philosophy. • Awareness of issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews. 	<ul style="list-style-type: none"> • Awareness of some of the ultimate questions that are raised by human life in ways that are - informed and which invite personal responses, expressing insights that draw on a range of examples including the arts, media and philosophy; • Examine issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views; 	<ul style="list-style-type: none"> • Awareness of the importance of ultimate questions raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy. • Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from

	<ul style="list-style-type: none">• Express personal views in relation to significant moral and ethical questions posed by being human, which may draw on some examples.	<ul style="list-style-type: none">• Express insights into significant moral and ethical questions posed by being human in ways that are relevant and-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.	<p>varied religions and world views;</p> <ul style="list-style-type: none">• Explore and express insights into significant moral and ethical questions posed by being human in ways that are well informed and which invite personal response, using reasoning which draws on a range of examples from real life, fiction or other forms of media.
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