

RELIGIOUS EDUCATION DEPARTMENT
YEAR 7 ASSESSMENT PATHWAYS

INTRODUCTION TO RE (TRANSITION UNIT)			
	Developing	Secure	Extension
Knowledge	I can name the six major world religions I can name the places of worship for each religion I know the basic beliefs about God in one religion	Developing (plus): I can identify which religious artefacts are used by different religious groups I know the purpose of fasting during Ramadan	Developing + Secure (plus): I know the meaning of the terms atheist, theist and agnostic I can describe the theistic character of God I can describe the features of a religious community
Skills	Enquiry Reflection Expression/communication	Developing (plus): Empathy Interpretation investigation	Developing + Secure (plus): Analysis Synthesise Evaluation Assessment
Understanding	I understand why some people choose to be religious I understand why religious people worship in a place of worship	Developing (plus): I understand why some religious artefacts are used and what they symbolise I understand why fasting may be difficult for some religious people	Developing + Secure (plus): I understand why some people choose to be atheist, theistic and agnostic I understand why evil and suffering may be an issue for religious people I understand how religion may impact a community

THE 5 PILLARS OF ISLAM			
	Developing	Secure	Extension
Knowledge	I know the basic duties that a Muslim must carry out. I can name the 5 different pillars in Islam. I know how the 5 pillars help to be a better Muslim.	Developing (plus): I know the purpose of the Muslim declaration of faith (Shahadah). I can recognise how prayer supports the Muslim faith. I know why Muslims donate to charity.	Developing + Secure (plus): I know the Arabic terms for each of the 5 pillars (e.g. Salah). I know the rules about how a Muslim donates Zakat (charity). I know what happens when a Muslim performs Hajj.
Skills	Enquiry Reflection Expression/communication	Developing (plus): Empathy Interpretation Investigation Debating	Developing + Secure (plus): Analysis Interpret Synthesise Evaluation Assessment
Understanding	I understand why they are called the 5 pillars in Islam. I understand the importance of having these duties in the Muslim faith. I understand how the 5 pillars make a Muslim feel.	Developing (plus): I understand how the pillars affect a Muslim person's life. I understand why the Shahadah is the first pillar. I understand the impact of donating to charity.	Developing + Secure (plus): I understand the advantages and disadvantages of the Muslim daily prayers. I understand who does not have to donate Zakat. I understand the symbolism of what happens when a Muslim performs Hajj – their holy pilgrimage.

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COMMUNITY AND WORSHIP (PART 1)

	Developing	Secure	Extension
Knowledge	<p>I can define what a community is.</p> <p>I can describe how religious people are identified.</p> <p>I know how schools support religious communities.</p>	<p>Developing (plus):</p> <p>I know the difference between a religious community and a multicultural community.</p> <p>I know why communities have places of worship.</p> <p>I can describe features of a holy place of worship.</p>	<p>Developing + Secure (plus):</p> <p>I know the meaning of the terms stereotypes and monastery.</p> <p>I can describe the link between places of worship and the community.</p> <p>I know the disadvantages of having a religious community.</p>
Skills	<p>Enquiry</p> <p>Reflection</p> <p>Expression/communication</p> <p>Planning/research</p>	<p>Developing (plus):</p> <p>Empathy</p> <p>Tolerance</p> <p>Investigation</p> <p>Debating</p> <p>Presenting</p>	<p>Developing + Secure (plus):</p> <p>Active participation</p> <p>Critical analysis</p> <p>Synthesise</p> <p>Evaluation</p> <p>Presentation/Assessment</p>
Understanding	<p>I understand the benefits of having communities.</p> <p>I understand why people wear religious clothing.</p> <p>I understand how a place of worship helps the community.</p>	<p>Developing (plus):</p> <p>I understand why we have multicultural communities.</p> <p>I understand the problems someone may face in a multicultural community.</p> <p>I understand how religious communities can co-exist.</p>	<p>Developing + Secure (plus):</p> <p>I understand how communities can overcome barriers and stereotypes.</p> <p>I understand the arguments for and against religious clothing/jewellery.</p> <p>I understand the impact of having a community with no place of worship.</p>

COMMUNITY AND WORSHIP (PART 2)

	Developing	Secure	Extension
Knowledge	<p>I know the meaning of worship.</p> <p>I know how Christians worship God.</p> <p>I know how an image of God helps during worship.</p>	<p>Developing (plus):</p> <p>I can outline different ways in which some people worship God. I know how technology is used for worship. I can describe different shrines and artefacts used during worship.</p>	<p>Developing + Secure (plus):</p> <p>I can describe the atheist response to worshipping God.</p> <p>I can describe how technology affects worship. I can describe what is needed for the Puja – Hindu worship.</p>
Skills	<p>Enquiry</p> <p>Reflection</p> <p>Expression/communication</p>	<p>Developing (plus):</p> <p>Empathy</p> <p>Interpretation</p> <p>Investigation</p> <p>Debating</p>	<p>Developing + Secure (plus):</p> <p>Critical thinking</p> <p>Analysis</p> <p>Decision-making</p> <p>Evaluation</p> <p>Assessment</p>
Understanding	<p>I understand the benefits of worshipping God.</p> <p>I understand why some people use an image of God.</p> <p>I understand why Christians worship God.</p>	<p>Developing (plus):</p> <p>I understand the differences between Christian and Hindu ways of worship.</p> <p>I understand the benefits of using technology during worship.</p> <p>I understand why Hindus use shrines for worship.</p>	<p>Developing + Secure (plus):</p> <p>I understand the differences between religious views and secular views on worshipping God. I understand why technology may be a problem for some people during worship. I understand the arguments against using shrines and artefacts during worship.</p>

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CSI JESUS			
	Developing	Secure	Extension
Knowledge	I can identify the characteristics of Jesus as a person. I know the meaning of the term: crucifixion I know how Jesus died.	Developing (plus): I can outline more than one reason about why Jesus had enemies. I can describe the type of person Judas Iscariot was. I can describe who I think was responsible for the death of Jesus.	Developing + Secure (plus): I know the meaning of the terms motive, blasphemy and resurrection. I can name the different people/groups that may be responsible for the death of Jesus. I can describe the story of Jesus' resurrection.
Skills	Enquiry Reflection Expression/communication Investigation	Developing (plus): Empathy Interpretation Decision-making/judgement Applying	Developing + Secure (plus): Analysis Debating Active participation Synthesise Evaluation Assessment
Understanding	I understand why Jesus had many followers. I understand why Jesus was crucified on the cross. I understand how Christians feel about Jesus' death.	Developing (plus): I understand why Jesus also had enemies. I understand Judas Iscariot's motive in this investigation. I understand what the death of Jesus means to Christians today.	Developing + Secure (plus): I understand how Jesus was seen to have committed blasphemy. I understand why some people may disagree with my opinion on who was responsible for Jesus' death. I understand arguments for and against Jesus resurrecting.

RITEs OF PASSAGE			
	Developing	Secure	Extension
Knowledge	I know what rite of passage means. I can name an example of a rite of passage from one religion. I can describe what happens during an infant baptism.	Developing (plus): I can name examples of rites of passages from two religions. I can describe what happens during a believer's baptism. I know what happens during a Bar Mitzvah.	Developing + Secure (plus): I know what initiation and coming of age means. I can describe similarities between the two types of baptisms. I know what happens during a Hindu funeral.
Skills	Enquiry Reflection Expression/communication Tolerance Presenting	Developing (plus): Empathy Interpretation Investigation Research	Developing + Secure (plus): Analysis Evaluation Active participation Assessment
Understanding	I understand why rites of passages are important. I understand why rites of passages are celebrated at different times for different people. I understand why some Christians are baptised as infants.	Developing (plus): I understand why some adults are baptised. I understand why Confirmation takes place in Christianity. I understand the differences and similarities between a Confirmation and a Bar Mitzvah.	Developing + Secure (plus): I understand the different symbolic meanings of marriage. I understand why Hindus are cremated after death. I can make a comparison on one rite of passage but from two different religions.