



Westfield Academy KS3 step descriptors for Religious Studies

Year 7 and 8 (same course for 22/23)

Step No.	Step name	Step descriptor
Step 5	Excelling	<p><u>Skills</u></p> <ul style="list-style-type: none">● To be able to accurately explain why religion(s)/non-religious systems hold certain beliefs/views/practices.● To be able to analyse different religious / non-religious views about a certain topic.● To be able to accurately and coherently present different views within a balanced argument.● To be able to produce a detailed and convincing conclusions. Pupils need to be able to justify why their views are more reasonable/convincing than opposing views. <p><u>Knowledge</u></p> <ul style="list-style-type: none">● Pupils can competently explain key events about The History of the Israelites, The life of Jesus and the Life of the Prophet Muhammed with reference to scriptures/ accurate factual knowledge.● Pupils understand the theological/religious significance of each unit for each of the Abrahamic faiths.

		<ul style="list-style-type: none"> ● Pupils have a competent understanding of the theological differences between the three Abrahamic faiths. ● Pupils can analyse and evaluate the different Abrahamic theological views about the events studied. For example , should Jesus be viewed as God incarnate, or a human Prophet, or is he even the Messiah? ● Pupils can competently explain key religious beliefs and practices about Hinduism , Buddhism and Sikhism. With reference to scriptures/ accurate facts. ● Pupils understand the theological/religious/philosophical significance of each unit for each of the Dharmic religions, ● Pupils have a competent understanding of how Hinduism influenced Buddhism and how Sikhism has hybrid aspects of Hindu faiths and Islam. ● Pupils can analyse and evaluate the views of the Dharmic religions . For example, was the Buddha right to reject Hinduism.
Step 4	Mastering	<p><u>Skills</u></p> <ul style="list-style-type: none"> ● To be able to accurately explain why religion(s)/non-religious systems hold certain beliefs/views/practices. ● To be able to analyse different religious / non-religious views about a certain topic. ● To be able to accurately and coherently present different views within a balanced argument. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> ● Pupils can competently explain key events about The History of the Israelites, The life of Jesus and the Life of the Prophet Muhammed with reference to scriptures/ accurate factual knowledge. ● Pupils understand the theological/religious significance of each unit for each of the Abrahamic faiths. ● Pupils have a competent understanding of the theological differences between the three Abrahamic faiths.

		<ul style="list-style-type: none"> ● Pupils can competently explain key religious beliefs and practices about Hinduism , Buddhism and Sikhism. With reference to scriptures/ accurate facts. ● Pupils understand the theological/religious/philosophical significance of each unit for each of the Dharmic religions, ● Pupils have a competent understanding of how Hinduism influenced Buddhism and how Sikhism has hybrid aspects of Hindu faiths and Islam.
Step 3	Securing	<p><u>Skills</u></p> <ul style="list-style-type: none"> ● To be able to coherently describe beliefs/views/ practices of certain religion(s)/non-religious systems. ● To be able to accurately explain why religion(s)/non-religious systems hold certain beliefs/views/ practices. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> ● Pupils can competently explain key events about The History of the Israelites, The life of Jesus and the Life of the Prophet Muhammed. ● Pupils understand the theological/religious significance of each unit. ● Pupils have some basic understanding of the theological differences between the three Abrahamic faiths. ● Pupils can competently explain key religious beliefs and practices of Hinduism, Buddhism and Sikhism. ● Pupils understand the theological/religious /philosophical significance of each unit. ● Pupils have some basic understanding of how Hinduism influenced Buddhism and how Sikhism has hybrid aspects of Hindu faiths and Islam.
Step 2	Developing	<p><u>Skills</u></p> <ul style="list-style-type: none"> ● To be able to coherently describe beliefs/views/ practices of certain religion(s)/non-religious systems.

		<p>Knowledge</p> <ul style="list-style-type: none"> • Pupils are aware of various facts/content (contextualised) about The History of the Israelites, The life of Jesus and the Life of the Prophet Muhammed. • It is evident is evident pupils have a basic understanding of the chronological and theological connections between the three units. • Pupils are aware of isolated/abstract facts/content about Hinduism, Buddhism and Sikhism. It is evident is evident pupils have a basic understanding of the chronological and theological/philosophical connections between the three units.
Step 1	Establishing	<p>Skills</p> <ul style="list-style-type: none"> • To have basic recall of some beliefs/views/ practices of certain religion(s)/non-religious systems. <p>Knowledge</p> <ul style="list-style-type: none"> • Pupils are aware of isolated/abstract facts about The History of the Israelites, The life of Jesus and the Life of the Prophet Muhammed. It is evident they <u>do not understand</u> the chronological and theological connections between the three units. • Pupils are aware of isolated/Abstract facts about Hinduism, Buddhism and Sikhism. It is evident pupils <u>do not understand</u> the chronological and theological/philosophical connections between the three units.