# NC Religious Education

# Level 1 Unit 1 - RE (Learning about religion and belief)

## 1. The learner will engage with religious vocabulary and simple contexts

1.1 I can say some religious words from memory [1]

1.2 I can identify features of religious life and practice [2]

1.3 I can name features of religious life and practice [3]

1.4 I can recall some religious stories [4]

1.5 I can identify some religious symbols [5]

# Level 2 Unit 1 - RE (Learning about religion and belief)

## 1. The learner will show awareness of the importance of religion to some people, common features of religions and the meanings of simple religious actions and symbols.

1.1 I can identify some features of religion using religious words and phrases [7]

1.2 I can say why religion is important to some people [8]

1.3 I can say why two religions are similar [9]

1.4 I can retell a religious story in my own words [10]

1.5 I can suggest meanings for religious actions and symbols [11]

1.6 I can identify how religion is expressed in different ways [12]

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# Level 3 Unit 1 - RE (Learning about religion and belief)

**1. The learner will understand key features of religions recognising similarities and differences and the impact of religion on the lives of people.**

1.1 I can describe key features of religions using a range of religious vocabulary [14]

1.2 I can identify similarities and differences between religions [15]

1.3 I can make links between beliefs and sources, including religious stories and sacred texts [16]

1.4 I can identify the impact religion has on believers' lives [17]

1.5 I can describe some forms of religious expression [18]

# Level 4 Unit 1 - RE (Learning about religion and belief)

**1. The learner will understand religious sources, practices, beliefs, ideas, feelings and experiences.**

1.1 I can use religious vocabulary to good effect in my descriptions [20]

1.2 I can describe religious sources, practices, beliefs, ideas, feelings and experiences [21]

1.3 I can make links between religious sources, practices, beliefs, ideas, feelings and experiences [22]

1.4 I can describe some similarities and differences both within and between religions [23]

1.5 I can describe the impact of religion on people's lives [24]

1.6 I can identify meanings for a range of forms of religious expression [25]

# Level 5 Unit 1 - RE (Learning about religion and belief)

## 1. The learner will understand the impact of religious beliefs on individuals and communities including complex similarities, differences and diversity.

[1.1 I can describe why people belong to religions](#) [27]

[1.2 I can explain similarities and differences including distinctive beliefs within and between religions](#) [28]

[1.3 I can explain how religious sources are used to provide answers to ultimate questions and ethical issues](#) [29]

[1.4 I can identify diversity in forms of religious, spiritual and moral expression](#) [30]

[1.5 I can use religious vocabulary effectively in my descriptions and explanations](#) [31]

[1.6 I can explain the impact of beliefs on individuals and communities](#) [32]

# Level 6 Unit 1 - RE (Learning about religion and belief)

## 1. The learner will understand the reasons for diversity between religions and variation in impact on different groups.

[1.1 I can describe religions and beliefs referencing my sources of information](#) [34]

[1.2 I can explain the reasons for diversity within and between religions](#) [35]

[1.3 I can explain why the impact of religions and beliefs on individuals, communities and societies varies](#) [36]

[1.4 I can interpret sources and arguments, explaining the reasons used to justify beliefs and traditions](#) [37]

[1.5 I can relate ultimate questions and ethical issues to religious sources](#) [38]

[1.6 I can interpret the significance of different forms of religious, spiritual and moral expression](#) [39]

[1.7 I can use religious and philosophical vocabulary in my descriptions and explanations](#) [40]

# Level 7 Unit 1 - RE (Learning about religion and belief)

**1. The learner will understand a range of religions and beliefs, relating them to history and culture and using some of the principal methods by which religion, spirituality and ethics are studied.**

1.1 I can describe a wide range of religions and beliefs [42]

1.2 I can analyse issues, values and questions of meaning and truth [43]

1.3 I can explain the influence of history and culture on aspects of religious life and practice [44]

1.4 I can explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition [45]

1.5 I can use a wide religious and philosophical vocabulary in my desctiptions, explanations and analysis [46]

# Level 8 Unit 1 - RE (Learning about religion and belief)

**1. The learner will have the capacity to analyse and interpret religions and beliefs comparing and contrasting different pespectives about a range of aspects.**

1.1 I can contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas [48]

1.2 I can critically evaluate the impact of religions and beliefs on differing communities and societies [49]

1.3 I can analyse differing interpretations of religious, spiritual and moral sources [50]

1.4 I can apply some of the principal methods by which religion, spirituality and ethics are studied [51]

1.5 I can interpret and evaluate varied forms of religious, spiritual and moral expression [52]

1.6 I can use a comprehensive religious and philosophical vocabulary in my desctiptions, explanations and analysis [53]

# Level 9 Exceptional Performance Unit 1 - RE (Learning about religion and belief)

**1. The learner will produce complex and detailed analysis of religions providing convincing links and arguments between religious, spiritual and moral issues and the impact of religion on them.**

[1.1 I can use a complex religious, moral and philosophical vocabulary](#) [55]

[1.2 I can provide a consistent and detailed analysis of religions and beliefs](#) [56]

[1.3 I can evaluate in depth, the importance of religious diversity in a pluralistic society](#) [57]

[1.4 I can describe the extent to which the impact of religion and beliefs on different communities and societies has changed over time](#) [58]

[1.5 I can analyse in depth, how religious, spiritual and moral sources are interpreted in different ways](#) [59]

[1.6 I can evaluate the principal methods by which religion and spirituality are studied](#) [60]

[1.7 I can synthesise accounts of the varied forms of religious, spiritual and moral expression](#) [61]

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