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)

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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]

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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]

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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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