

## NC Religious Education - Unit 2

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

**1. The learner will talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.**

[1.1 I can talk about my experiences](#) [1]

[1.2 I can talk about my feelings](#) [2]

[1.3 I can identify interesting things](#) [3]

[1.4 I can identify things I don't understand](#) [4]

[1.5 I can say what I think is important](#) [5]

[1.6 I can identify things that worry me](#) [6]

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

**1. The learner will enter into dialogue with others showing sensitivity to their feelings and considering difficult questions and matters of right and wrong.**

[1.1 I can ask questions sensitively about experiences and feelings](#) [8]

[1.2 I can respond to wuestions sensitively about experiences and feelings](#) [9]

[1.3 I can identify questions that cause people to wonder and are difficult to answer](#) [10]

[1.4 I can identify things that I think are right and things that I think are wrong](#) [11]

[1.5 I can identify differences in what I think is right and wrong and what other people think](#) [12]

## Level 3 Unit 2 - RE (Learning from religion and belief)

**1. The learner will relate their own influences and experiences with aspects that affect other people, asking important questions to learn more about values, attitudes and behaviour.**

[1.1 I can identify the things that influences me and how I behave](#) [14]

[1.2 I can make links between aspects of my own influences and experiences and those of other people](#) [15]

[1.3 I can ask important questions about religion and beliefs](#) [16]

[1.4 I can make links between my own and others' responses](#) [17]

[1.5 I can make links between what I value and my commitments to those values](#) [18]

[1.6 I can identify how my values affect my own attitudes and behaviour](#) [19]

## Level 4 Unit 2 - RE (Learning from religion and belief)

**1. The learner will understand basic concepts of identity, belonging, meaning, purpose, truth, values and commitments, describing what inspires and influences themselves and other people.**

[1.1 I can raise questions about identity, proposing possible answers](#) [21]

[1.2 I can raise questions about belonging, proposing possible answers](#) [22]

[1.3 I can raise questions about meaning, proposing possible answers](#) [23]

[1.4 I can raise questions about purpose, proposing possible answers](#) [24]

[1.5 I can raise questions about truth, proposing possible answers](#) [25]

[1.6 I can raise questions about values, proposing possible answers](#) [26]

[1.7 I can raise questions about commitments, proposing possible answers](#) [27]

[1.8 I can describe things that inspire me and the impact on my life](#) [28]

[1.9 I can describe things that influence me and the impact on my life](#) [29]

[1.10 I can describe things that inspire and influence other people and the impact on their lives](#) [30]

## Level 5 Unit 2 - RE (Learning from religion and belief)

**1. The learner will understand the challenges of belonging to a religion relating these to their understanding of identity, belonging, meaning, purpose, truth, values and commitments.**

[1.1 I can relate the questions I ask and answers I suggest to the beliefs I hold and those of other people](#) [32]

[1.2 I can ask questions of identity, belonging, meaning, purpose and truth, values and commitments, related people's lives](#) [33]

[1.3 I can explain what inspires and influences me](#) [34]

[1.4 I can express my own and others' views on the challenges of belonging to a religion](#) [35]

## Level 6 Unit 2 - RE (Learning from religion and belief)

**1. The learner will make insightful comment on the relationship between belief and world issues**

[1.1 I can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues](#) [37]

[1.2 I can express insights into my own and others' views on questions of identity and belonging, meaning, purpose and truth](#) [38]

[1.3 I can make objective judgements about some of the challenges of belonging to a religion in the contemporary world, focusing on values and commitments](#) [39]

## Level 7 Unit 2 - RE (Learning from religion and belief)

**1. The learner will make valid criticisms through evaluation of a wide range of aspects of religion**

[1.1 I can articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues](#) [41]

[1.2 I can evaluate the significance of religious and other views](#) [42]

[1.3 I can apply evaluation to understanding questions of human relationships, belonging, identity, society, values and commitments](#) [43]

[1.4 I can back up my critiques and evaluations using appropriate evidence and examples](#) [44]

## **Level 8 Unit 2 - RE (Learning from religion and belief)**

**1. The learner will analyse a wide range of perspectives on religious issues synthesising evidence to back their own views**

[1.1 I can coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments](#) [46]

[1.2 I can synthesise a range of evidence, arguments, reflections and examples](#) [47]

[1.3 I can produce detailed evaluation of other people's perspectives](#) [48]

[1.4 I can fully justifying my own views and ideas](#) [49]

## **Level 9 Exceptional Performance Unit 2 - RE (Learning from religion and belief)**

**1. The learner will produce in-depth analysis of a wide range of perspectives on religious issues synthesising evidence to back their own views**

[1.1 I can analyse a wide range of perspectives considering deep meaning on questions of identity and belonging, meaning, purpose and truth, and values and commitments](#) [51]

[1.2 I can provide independent, well-informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues](#) [52]

[1.3 I can provide well-substantiated and balanced conclusions](#) [53]

**Source URL:** <https://theingots.org/community/NCU2RE>

**Links**

- [1] <https://theingots.org/community/ncl1u2refx#1.1>
- [2] <https://theingots.org/community/ncl1u2refx#1.2>
- [3] <https://theingots.org/community/ncl1u2refx#1.3>
- [4] <https://theingots.org/community/ncl1u2refx#1.4>
- [5] <https://theingots.org/community/ncl1u2refx#1.5>
- [6] <https://theingots.org/community/ncl1u2refx#1.6>
- [7] <https://theingots.org/community/ncl1u2refi>
- [8] <https://theingots.org/community/ncl2u2refx#1.1>
- [9] <https://theingots.org/community/ncl2u2refx#1.2>
- [10] <https://theingots.org/community/ncl2u2refx#1.3>
- [11] <https://theingots.org/community/ncl2u2refx#1.4>
- [12] <https://theingots.org/community/ncl2u2refx#1.5>
- [13] <https://theingots.org/community/ncl2u2refi>
- [14] <https://theingots.org/community/ncl3u2refx#1.1>
- [15] <https://theingots.org/community/ncl3u2refx#1.2>
- [16] <https://theingots.org/community/ncl3u2refx#1.3>
- [17] <https://theingots.org/community/ncl3u2refx#1.4>
- [18] <https://theingots.org/community/ncl3u2refx#1.5>
- [19] <https://theingots.org/community/ncl3u2refx#1.6>
- [20] <https://theingots.org/community/ncl3u2refi>
- [21] <https://theingots.org/community/ncl4u2refx#1.1>
- [22] <https://theingots.org/community/ncl4u2refx#1.2>
- [23] <https://theingots.org/community/ncl4u2refx#1.3>
- [24] <https://theingots.org/community/ncl4u2refx#1.4>
- [25] <https://theingots.org/community/ncl4u2refx#1.5>
- [26] <https://theingots.org/community/ncl4u2refx#1.6>
- [27] <https://theingots.org/community/ncl4u2refx#1.7>
- [28] <https://theingots.org/community/ncl4u2refx#1.8>
- [29] <https://theingots.org/community/ncl4u2refx#1.9>
- [30] <https://theingots.org/community/ncl4u2refx#1.10>
- [31] <https://theingots.org/community/ncl4u2refi>
- [32] <https://theingots.org/community/ncl5u2refx#1.1>
- [33] <https://theingots.org/community/ncl5u2refx#1.2>
- [34] <https://theingots.org/community/ncl5u2refx#1.3>
- [35] <https://theingots.org/community/ncl5u2refx#1.4>
- [36] <https://theingots.org/community/ncl5u2refi>
- [37] <https://theingots.org/community/ncl6u2refx#1.1>
- [38] <https://theingots.org/community/ncl6u2refx#1.2>
- [39] <https://theingots.org/community/ncl6u2refx#1.3>
- [40] <https://theingots.org/community/ncl6u2refi>
- [41] <https://theingots.org/community/ncl7u2refx#1.1>
- [42] <https://theingots.org/community/ncl7u2refx#1.2>
- [43] <https://theingots.org/community/ncl7u2refx#1.3>

## NC Religious Education - Unit 2

-->

---

- [44] <https://theingots.org/community/ncl7u2refx#1.4>
- [45] <https://theingots.org/community/ncl7u2refi>
- [46] <https://theingots.org/community/ncl8u2refx#1.1>
- [47] <https://theingots.org/community/ncl8u2refx#1.2>
- [48] <https://theingots.org/community/ncl8u2refx#1.3>
- [49] <https://theingots.org/community/ncl8u2refx#1.4>
- [50] <https://theingots.org/community/ncl8u2refi>
- [51] <https://theingots.org/community/ncl9u2refx#1.1>
- [52] <https://theingots.org/community/ncl9u2refx#1.2>
- [53] <https://theingots.org/community/ncl9u2refx#1.3>
- [54] <https://theingots.org/community/ncl9u2refi>