









Green	Securing	Mastering (L)	Mastering (H)
<p data-bbox="85 395 239 464">AT1 Knowledge</p> 	<ul style="list-style-type: none"> <li data-bbox="333 344 786 469">❑ I can analyse why things are the same and different (both within and between different communities) using examples. <li data-bbox="333 475 786 564">❑ I can use religious and philosophical keywords properly. <li data-bbox="333 571 786 692">❑ I can show my understanding of religious practices, beliefs and experiences and the links between them. 	<ul style="list-style-type: none"> <li data-bbox="864 325 1335 384">❑ I can evaluate different religious beliefs, ideas and practices. <li data-bbox="864 391 1335 480">❑ I can use a wide range of religious and philosophical vocabulary accurately. <li data-bbox="864 486 1335 545">❑ I can evaluate the significance of religion in the world. <li data-bbox="864 552 1335 673">❑ I can clearly show how interpretations of sacred texts and symbolism have developed over time. 	<ul style="list-style-type: none"> <li data-bbox="1422 344 1892 466">❑ I can reach well-argued conclusions about the links between religious beliefs, practices and ideas. <li data-bbox="1422 472 1892 561">❑ I can use comprehensive religious, moral and philosophical vocabulary. <li data-bbox="1422 568 1892 689">❑ I can evaluate how different people and communities can interpret sacred text and religious symbols differently.
<p data-bbox="73 884 250 979">AT2 Understanding</p> 	<ul style="list-style-type: none"> <li data-bbox="333 836 763 957">❑ I can relate the teaching and experience of different inspirational people of faith to my own and others lives. <li data-bbox="333 963 763 1149">❑ I can analyse the reasons why people, including religious believers, might believe different things about ultimate questions and moral and ethical issues. 	<ul style="list-style-type: none"> <li data-bbox="864 788 1335 941">❑ I can compare and contrast different religious and non-religious views, including my own, on what makes up a person's identity. <li data-bbox="864 948 1335 1101">❑ I can compare, contrast and evaluate different religious and non-religious views, including my own, on a range of ultimate questions and ethical issues <li data-bbox="864 1107 1335 1197">❑ I can give reasons and examples to illustrate what I think the best ideas are. 	<ul style="list-style-type: none"> <li data-bbox="1422 756 1892 877">❑ I can present my well-informed point of view on what makes up a person's identity and what forms their experience. <li data-bbox="1422 884 1892 973">❑ I can argue my case in relation to different religious and non-religious views and feelings. <li data-bbox="1422 979 1892 1133">❑ I can present a well-argued evaluation and justification of religious and non-religious views, including my own, about a range of ultimate questions. <li data-bbox="1422 1139 1892 1228">❑ I can use appropriate evidence and examples to support my arguments.

Green	Securing	Mastering (L)	Mastering (H)
<p style="text-align: center;">AT1 Knowledge</p> 	<ul style="list-style-type: none"> ❑ I can explain things that are the same and different between the beliefs and teachings of different religions. ❑ I can use religious keywords properly and some philosophical vocabulary. ❑ I can explain the different ways believers express their beliefs and ideas. ❑ I can explain the link between beliefs, ideas and practices and the way people behave. 	<ul style="list-style-type: none"> ❑ I can analyse why things are the same and different (both within and between different communities) using examples. ❑ I can use religious and philosophical keywords properly. ❑ I can show my understanding of religious practices, beliefs and experiences and the links between them. 	<ul style="list-style-type: none"> ❑ I can evaluate different religious beliefs, ideas and practices. ❑ I can use a wide range of religious and philosophical vocabulary accurately. ❑ I can evaluate the significance of religion in the world. ❑ I can clearly show how interpretations of sacred texts and symbolism have developed over time.
<p style="text-align: center;">AT2 Understanding</p> 	<ul style="list-style-type: none"> ❑ I can compare my own experiences and identity with those of others including religious believers. ❑ I can explain my own and other people's views about ultimate questions ❑ I can explain with reasons my own views and those of other people, including religious believers, about moral and ethical issues 	<ul style="list-style-type: none"> ❑ I can relate the teaching and experience of different inspirational people of faith to my own and others lives. ❑ I can analyse the reasons why people, including religious believers, might believe different things about ultimate questions and moral and ethical issues. 	<ul style="list-style-type: none"> ❑ I can compare and contrast different religious and non-religious views, including my own, on what makes up a person's identity. ❑ I can compare, contrast and evaluate different religious and non-religious views, including my own, on a range of ultimate questions and ethical issues ❑ I can give reasons and examples to illustrate what I think the best ideas are.

Blue	Tracking Progress in Year 7		
	Developing	Securing	Mastering (L)
<p>AT1 Knowledge</p> 	<ul style="list-style-type: none"> ❑ I can clearly describe religious ideas using religious key words properly. ❑ I can describe things that a religious person might do and what they mean. ❑ I can describe things that are the same and different between and within religions ❑ I can describe things that a religious person might do and what they mean. 	<ul style="list-style-type: none"> ❑ I can explain things that are the same and different between the beliefs and teachings of different religions. ❑ I can use religious keywords properly and some philosophical vocabulary. ❑ I can explain the different ways believers express their beliefs and ideas. ❑ I can explain the link between beliefs, ideas and practices and the way people behave. 	<ul style="list-style-type: none"> ❑ I can analyse why things are the same and different (both within and between different communities) using examples. ❑ I can use religious and philosophical keywords properly. ❑ I can show my understanding of religious practices, beliefs and experiences and the links between them.
<p>AT2 Understanding</p> 	<ul style="list-style-type: none"> ❑ I can ask questions about things which are important to others, including religious people. ❑ I can give my own answers to questions ❑ I can think of questions which don't have a definitive answer and suggest some answers of my own and some answers from religions ❑ I can ask questions about what is right and wrong and give answers which show that I understand some religious and moral teachings about this. 	<ul style="list-style-type: none"> ❑ I can compare my own experiences and identity with those of others including religious believers. ❑ I can explain my own and other people's views about ultimate questions ❑ I can explain with reasons my own views and those of other people, including religious believers, about moral and ethical issues 	<ul style="list-style-type: none"> ❑ I can relate the teaching and experience of different inspirational people of faith to my own and others lives. ❑ I can analyse the reasons why people, including religious believers, might believe different things about ultimate questions and moral and ethical issues.

Tracking Progress in Year 7

Purple	Emerging	Developing	Securing
	Students can...	Students can...	Students can...
	<p>AT1 Knowledge</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe some of the main ideas about religions using key words properly <input type="checkbox"/> I know what some religious objects are used for, what happens in some religious places and what some religious people do <input type="checkbox"/> I can show some things that are the same and different between and within religions <input type="checkbox"/> I can show how some people live because of their religion and understand some of the special things they do 	<ul style="list-style-type: none"> <input type="checkbox"/> I can clearly describe religious ideas using religious key words properly. <input type="checkbox"/> I can describe things that a religious person might do and what they mean. <input type="checkbox"/> I can describe things that are the same and different between and within religions <input type="checkbox"/> I can describe things that a religious person might do and what they mean.
<p>AT2 Understanding</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> I can say what has happened to me and other people and how this influences how we behave and what we do. <input type="checkbox"/> I can identify questions which have no definite answers <input type="checkbox"/> I can show that people behave in a certain way because of what they believe 	<ul style="list-style-type: none"> <input type="checkbox"/> I can ask questions about things which are important to others, including religious people. <input type="checkbox"/> I can give my own answers to questions <input type="checkbox"/> I can think of questions which don't have a definitive answer and suggest some answers of my own and some answers from religions <input type="checkbox"/> I can ask questions about what is right and wrong and give answers which show that I understand some religious and moral teachings about this. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can compare my own experiences and identity with those of others including religious believers. <input type="checkbox"/> I can explain my own and other people's views about ultimate questions <input type="checkbox"/> I can explain with reasons my own views and those of other people, including religious believers, about moral and ethical issues