

| Key Stage 3 Subject Assessment Grid | | | |
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| Subject: RE | Year: 8 | Unit: What teachings can help a Buddhist live a good life? | |
| KS4 target direction | 4 | 6 | 8 |
| Advanced | Achieving aspects of pathway 6 competence statements | Achieving aspects of pathway 8 competence statements | Achieving outcomes beyond secure competence statements for pathway 8 |
| To be assessed as secure, students must achieve competence in all statements. | Secure The student can: Identify Buddhism as one of the world's major religions. Recognise key symbols and figures (e.g. the Buddha, the Dharma Wheel). Recall basic beliefs such as the importance of compassion and avoiding harm. | Secure The student can: Describe core Buddhist beliefs (e.g. the Four Noble Truths, the Eightfold Path). Explain how Buddhist teachings influence behaviour and lifestyle (e.g. meditation, non-violence). Begin to explore how Buddhists aim to overcome suffering and reach enlightenment. | Secure The student can: Analyse how Buddhist beliefs shape ethical decisions and personal development. Evaluate the relevance of Buddhist teachings in modern life (e.g. mindfulness, simplicity). Compare Buddhist views on suffering and morality with other religious or secular perspectives. |
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| Developing | Mostly secure – one or more gaps | Mostly secure – one or more gaps | Mostly secure – one or more gaps |
| Foundation | Significant gaps | Significant gaps | Significant gaps |

| Key Stage 3 Subject Assessment Grid | | | |
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| Subject: RE | Year: 8 | Unit: Is death the end? | |
| KS4 target direction | 4 | 6 | 8 |
| Advanced | Achieving aspects of pathway 6 competence statements | Achieving aspects of pathway 8 competence statements | Achieving outcomes beyond secure competence statements for pathway 8 |
| To be assessed as secure, students must achieve competence in all statements. | Secure The student can: Identify that different religions have beliefs about life after death. Recognise basic ideas such as Heaven, Hell, reincarnation, or resurrection. Understand that these beliefs can offer comfort and guidance to believers. | Secure The student can: Describe key beliefs about life after death in religions like Christianity, Islam, and Hinduism. Explain how these beliefs influence behaviour and moral choices. Begin to explore similarities and differences between religious and non-religious views. | Secure The student can: Analyse how beliefs about life after death shape identity, ethics, and responses to death. Evaluate different perspectives, including religious and Humanist views. Compare how various religions interpret the purpose of life in relation to the afterlife. |
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| Developing | Mostly secure – one or more gaps | Mostly secure – one or more gaps | Mostly secure – one or more gaps |
| Foundation | Significant gaps | Significant gaps | Significant gaps |

| Key Stage 3 Subject Assessment Grid | | | |
|---|---|--|---|
| Subject: RE | Year: 8 | Unit: Do religions have more in common than they have differences? | |
| KS4 target direction | 4 | 6 | 8 |
| Advanced | Achieving aspects of pathway 6 competence statements | Achieving aspects of pathway 8 competence statements | Achieving outcomes beyond secure competence statements for pathway 8 |
| To be assessed as secure, students must achieve competence in all statements. | Secure The student can: Identify that different religions have some things in common (e.g. belief in God, places of worship). Recognise basic differences in practices (e.g. prayer, festivals). Understand that people follow different religions and that this should be respected. | Secure The student can: Describe similarities in beliefs and values (e.g. kindness, charity, peace). Explain differences in teachings, rituals, and sacred texts. Begin to explore how religions respond to moral questions in different ways. | Secure The student can: Analyse how different religions express similar values through different beliefs and practices. Evaluate the significance of both similarities and differences in promoting understanding and tolerance. Compare how religions approach key themes like life after death, justice, and forgiveness. |
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| Developing | Mostly secure – one or more gaps | Mostly secure – one or more gaps | Mostly secure – one or more gaps |
| Foundation | Significant gaps | Significant gaps | Significant gaps |

| Key Stage 3 Subject Assessment Grid | | | |
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| Subject: RE | Year: 8 | Unit: Should religious believers take special care of the environment? | |
| KS4 target direction | 4 | 6 | 8 |
| Advanced | Achieving aspects of pathway 6 competence statements | Achieving aspects of pathway 8 competence statements | Achieving outcomes beyond secure competence statements for pathway 8 |
| | Secure | Secure | Secure |

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| To be assessed as secure, students must achieve competence in all statements. | <p>The student can:</p> <p>Identify that many religions teach people to care for the Earth.</p> <p>Recognise basic religious ideas about stewardship and respect for nature.</p> <p>Understand that harming the environment goes against many religious teachings.</p> <ul style="list-style-type: none">•••••• | <p>The student can:</p> <p>Describe how religions like Christianity, Islam, and Hinduism teach care for the planet.</p> <p>Explain key concepts such as stewardship, khalifah (Islam), and creation (Christianity).</p> <p>Begin to explore how religious beliefs influence environmental actions and attitudes.</p> <ul style="list-style-type: none">•••••• | <p>The student can:</p> <p>Analyse how religious teachings shape ethical responses to environmental issues (e.g. climate change, pollution).</p> <p>Evaluate the role of religion in promoting sustainability and global responsibility.</p> <p>Compare religious and non-religious views on caring for the environment, including Humanist perspectives.</p> <ul style="list-style-type: none">•••••• |
| | Developing | Mostly secure – one or more gaps | Mostly secure – one or more gaps |
| Foundation | Significant gaps | Significant gaps | Significant gaps |

| Key Stage 3 Subject Assessment Grid | | | | |
|---|--|--|--|---|
| Subject: RE | | Year: 8 | | Unit: Does religion help people to be good? |
| KS4 target direction | 4 | 6 | 8 | |
| Advanced | Achieving aspects of pathway 6 competence statements | Achieving aspects of pathway 8 competence statements | Achieving outcomes beyond secure competence statements for pathway 8 | |
| To be assessed as secure, students must achieve competence in all statements. | <p>Secure</p> <p>The student can:</p> <p>Identify that religions teach people to be kind, honest, and caring.</p> <p>Recognise basic moral teachings from religions (e.g. the Ten Commandments, the Golden Rule).</p> <p>Understand that many religious people try to live good lives because of their beliefs.</p> <ul style="list-style-type: none"> • • • • • • | <p>Secure</p> <p>The student can:</p> <p>Describe how different religions encourage good behaviour through teachings, rules, and examples.</p> <p>Explain how religious beliefs influence actions and decisions (e.g. charity, forgiveness).</p> <p>Begin to explore whether people can be good without religion.</p> <ul style="list-style-type: none"> • • • • • • | <p>Secure</p> <p>The student can:</p> <p>Analyse how religious teachings shape moral values and ethical behaviour.</p> <p>Evaluate different viewpoints on whether religion is necessary for goodness, including Humanist and atheist perspectives.</p> <p>Compare how various religions define and promote goodness, and reflect on the role of conscience, community, and belief.</p> <ul style="list-style-type: none"> • • • • • • | |
| | Developing | Mostly secure – one or more gaps | Mostly secure – one or more gaps | Mostly secure – one or more gaps |
| Foundation | Significant gaps | Significant gaps | Significant gaps | Significant gaps |

| Key Stage 3 Subject Assessment Grid | | | | |
|---|--|---|--|-----------------------------------|
| Subject: RE | | Year: 8 | | Unit: Is Islam an equal religion? |
| KS4 target direction | 4 | 6 | 8 | |
| Advanced | Achieving aspects of pathway 6 competence statements | Achieving aspects of pathway 8 competence statements | Achieving outcomes beyond secure competence statements for pathway 8 | |
| To be assessed as secure, students must achieve competence in all statements. | <p>Secure</p> <p>The student can:</p> <p>Identify that Islam teaches all people are equal before Allah.</p> <p>Recognise basic teachings about fairness and justice in Islam.</p> <p>Understand that Muslims are encouraged to treat others with respect.</p> <ul style="list-style-type: none"> • • • • • • | <p>Secure</p> <p>The student can:</p> <p>Describe Islamic beliefs about equality, including the concept of <i>Ummah</i> and teachings from the Qur'an.</p> <p>Explain how these beliefs influence Muslim behaviour (e.g. charity, respect for others).</p> <p>Begin to explore how Islam promotes equality across gender, race, and social status.</p> <ul style="list-style-type: none"> • • • • • • | <p>Secure</p> <p>The student can:</p> <p>Analyse how Islamic teachings on equality are applied in different contexts and cultures.</p> <p>Evaluate the extent to which Islam promotes equality, considering both religious ideals and real-world challenges.</p> <p>Compare Islamic views on equality with other religious or non-religious perspectives.</p> <ul style="list-style-type: none"> • • • • • • | |
| | Developing | Mostly secure – one or more gaps | Mostly secure – one or more gaps | Mostly secure – one or more gaps |
| Foundation | Significant gaps | Significant gaps | Significant gaps | Significant gaps |