



	Curriculum strand 1- Belief and Practice	Curriculum strand 2 - Meaning, Purpose and Value	Curriculum strand 3 - Morality, Identity and Diversity
<p><b>Excellence</b></p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	Use their knowledge and understanding to explain the principal beliefs and teachings of religions studied in the context of different groupings, denominations, and traditions. Use their knowledge and understanding to explain what it means to belong to a faith community in the context of different groups, denominations and traditions within the religions studied.	Make detailed and informed responses to questions of meaning and purpose in the light of their learning. Respond to religious perspectives on questions of meaning and purpose by relating them to their own <b>and others' lives. Respond to religious perspectives</b> on a range of contemporary moral issues by relating <b>these to their own and others' lives. Ask inquisitive and</b> challenging questions of religious belief of themselves and others, as well as matters of right and wrong.	Respond to the teachings and experience of inspirational people by relating these to their <b>own and others' lives. Use their knowledge</b> and understanding to explain how religious beliefs and ideas can be expressed in a variety of forms, using a high level of technical terminology correctly.
<p><b>Secure</b></p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	Describe and explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities, based on the religions studied. Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Ask and make informed responses to questions of meaning and purpose in the light of their learning. <b>Make informed responses to people's values and</b> commitments (including religious ones) using religious teaching where appropriate. Ask questions of religious belief of themselves and others. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to questions of identity and experience in the light of their learning. Explain how some forms of religious expression are used differently by individuals and communities using secure religious terminology.
<p><b>Developing</b></p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	Describe some of the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Show understanding of the ways of belonging to religions and what these involve.	Ask questions about some puzzling aspects of life and experiences and suggest answers, referring to the teaching of religions studied. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and <b>others' experiences, including believers.</b> Show, using some technical terminology, how religious beliefs, ideas, and feelings can be expressed in a variety of forms, giving meaning for some symbols, stories, and language.
<p><b>Foundation</b></p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	Describe at least one religious belief and teaching of religions studied, and their importance. Describe how some features of religions studied are used or exemplified in different contexts e.g., festivals/worship.	<b>Compare their own and other people's ideas about</b> questions that are difficult to answer. Make links between values and commitment, including religious ones, and their own attitudes or behaviour.	Compare some aspects of their own experiences and those of others, identifying some factors that influence their lives. Make basic links between religious symbols, language and stories and the beliefs or ideas that underlie them.