



# SVC RE Learning Pathway - Year 7



LP	Learning about religions and human experience	<i>Learning from religion and human experience</i>
8-9	<p>Students can:</p> <ul style="list-style-type: none"> <li>• use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them;</li> <li>• explain why the impact of religions and beliefs upon individuals, communities and societies varies;</li> <li>• interpret sources and arguments, explaining different answers, from different traditions to ultimate questions and ethical issues;</li> <li>• interpret the significance of different forms of religious spiritual and moral expression</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• use reasoning and example to express insights into the diversity within and between beliefs, authorities, teachings, and world issues;</li> <li>• express insight into their own and others' views on questions of sacredness, identity and belonging, meaning, purpose and truth;</li> <li>• consider the challenges of belonging to a religion in the contemporary world, focussing on values and commitments.</li> </ul>
6-7	<p>Students can:</p> <ul style="list-style-type: none"> <li>• use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities;</li> <li>• describe why people belong to religions;</li> <li>• know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this;</li> <li>• explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• pose and suggest answers to , questions of sacredness, identity, belonging, meaning, purpose and truth, values and commitments relating to their own and others' lives;</li> <li>• explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</li> </ul>
4-5	<p>Students can:</p> <ul style="list-style-type: none"> <li>• use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities;</li> <li>• describe why people belong to religions;</li> <li>• know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this;</li> <li>• explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• pose and suggest answers to , questions of sacredness, identity, belonging, meaning, purpose and truth, values and commitments relating to their own and others' lives;</li> <li>• explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</li> </ul>
2-3	<p>Students can:</p> <ul style="list-style-type: none"> <li>• use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences;</li> <li>• make links between beliefs and sources, including religious stories and sacred texts;</li> <li>• begin to identify the impact religion has on believers' lifestyles.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• identify what influences them, making links between aspects of their experiences and others' experiences;</li> <li>• ask important questions about religious beliefs and lifestyles, linking their own and others' responses;</li> <li>• make links between values, commitments and their own attitudes.</li> </ul>
0-1	<p>Students can:</p> <ul style="list-style-type: none"> <li>• begin to show awareness of similarities in religions;</li> <li>• recall, retell and suggest meanings for religious stories and actions;</li> <li>• identify how religion is expressed in different ways and its importance for some people;</li> <li>• use some religious words and phrases to identify and name features of religious life and practice;</li> <li>• recognise religious symbols, words, gestures and artefacts.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• talk about their own experiences;</li> <li>• ask and respond sensitively to questions;</li> <li>• in relation to matters of right and wrong, can recognise their own values and those of others.</li> </ul>