



SVC RE Learning Pathway – Year 8



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