



# SVC RE Learning Pathway – Year 9



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"> <li>analyse religious material with reference to historical, cultural and social contexts;</li> <li>critically evaluate the impact of religions and beliefs on differing communities and societies;</li> <li>use a religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs;</li> <li>account for the influence of history and culture on religious life and practice;</li> <li>show a coherent understanding of how religion, spirituality and ethics are studied;</li> <li>justify their views on a wide range of viewpoints on questions of sacredness, identity, belonging, meaning, purpose, truth, values and commitments;</li> <li>justify their views about religious spiritual and ethical questions from evidence, arguments, reflections and examples, providing a detailed evaluation into the perspectives of others.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>evaluate with insight questions of meaning, purpose and truth and ethical issues;</li> <li>justify their views on a wide range of viewpoints on questions of sacredness, identity, belonging, meaning, purpose , truth, values and commitments;</li> <li>justify their views about religious, spiritual and ethical questions from evidence, arguments, reflections and examples, providing a detailed evaluation into the perspectives of others.</li> </ul>
6-7	<p>Students can:</p> <ul style="list-style-type: none"> <li>account for differences between people within the same religion or tradition;</li> <li>shows a coherent understanding of issues, values and questions of authority, meaning and truth;</li> <li>interpret the significance of different forms of religious spiritual and moral expression;</li> <li>use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them;</li> <li>interpret sources and arguments, explaining different answers, from different traditions to ultimate questions and ethical issues.</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> <li>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.</li> </ul>
4-5	<p>Students can:</p> <ul style="list-style-type: none"> <li>explain why the impact of religions and beliefs upon individuals, communities and societies varies;</li> <li>use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities;</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 relevant 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>describe why people belong to religions;</li> <li>use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences;</li> <li>make links between them, and describe some similarities and differences both within and between religions</li> <li>describe the impact of religion on people’s lifestyles;</li> <li>suggest meanings for a range of forms of religious expression.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>raise and suggest relevant answers to questions of sacredness, identity, belonging , meaning, purpose, truth, values and commitments;</li> <li>apply their ideas to their own and other people’s lives simply;</li> <li>describe what inspires and influences themselves and others.</li> </ul>
0-1	<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> <li>describe some forms of religious expression;</li> <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>	