

### Religious Studies and Citizenship : Key Stage 3 Pathways

<b>7-9</b>	<ul style="list-style-type: none"> <li>Students demonstrate and evidence a deep, detailed, reflective, sophisticated, academic and impressive knowledge, understanding and evaluation of the importance of Religious Studies and Citizenship in society and in the curriculum.</li> <li>Students demonstrate and evidence significant, rigorous, academic, detailed, factual and impressive knowledge, understanding and evaluation of all aspects of the six major religions of the world as well as an ability to offer detailed comparisons and evaluations.</li> <li>Students demonstrate and evidence significant and impressive evidence of wider reading, research and source quotation in their structured, exceptionally literate, insightful, precise, scholarly and reflective writing.</li> <li>Students can compare and contrast religious, philosophical, social, political and moral perspectives, issues and thinkers in significant and impressive detail and with rigour and self and social reflection.</li> <li>Students are able offer an impressive, insightful and significantly rigorous, reasonable and balanced evaluation of theological, philosophical, social and political thinkers and theories, arriving at their own perspective.</li> <li>Students demonstrate and evidence impressive, significant, impactful and school-changing student leadership and citizenship inside and outside class by suggesting important ideas and topics to raise awareness.</li> <li>Students produce very detailed and impressive high quality literacy work which explores key topics in a structured, academic and balanced manner before reaching a fully justified conclusion.</li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>Students demonstrate and evidence a deep, detailed, reflective and sophisticated knowledge, understanding and evaluation of the importance of Religious Studies and Citizenship in the curriculum and in society.</li> <li>Students demonstrate and evidence significant, rigorous and detailed factual knowledge, and understanding of most aspects of the six major religions of the world as well as an ability to offer detailed comparisons and evaluations.</li> <li>Students demonstrate evidence of wider reading, research and source quotation in their structured, highly literate and reflective writing.</li> <li>Students can compare and contrast religious, philosophical, political and moral perspectives in detail and with rigour and self and social reflection.</li> <li>Students are able offer a rigorous, reasonable and balanced evaluation of theological, philosophical, social and political thinkers and theories, arriving at their own perspective.</li> <li>Students demonstrate and evidence student leadership and citizenship inside and outside class by suggesting important ideas and topics to raise awareness.</li> <li>Students produce detailed and high quality literacy work which explores key topics in a structured and balanced manner before reaching a fully justified conclusion.</li> </ul>
<b>5-7</b>	<ul style="list-style-type: none"> <li>Students demonstrate and evidence a deep, detailed and reflective knowledge, understanding and evaluation of the importance of Religious Studies and Citizenship in the curriculum and society.</li> <li>Students demonstrate and evidence a rigorous and detailed factual knowledge, and understanding of key aspects of the six major religions of the world as well as an ability to offer detailed comparisons and evaluations.</li> <li>Students demonstrate and evidence commendable evidence of wider reading, research and source quotation in their structured, literate and reflective writing.</li> <li>Students can compare and contrast religious, philosophical, political and moral perspectives in detail and with rigour and self and social reflection.</li> <li>Students are able offer a rigorous, reasonable and balanced evaluation of theological, philosophical, social and political thinkers and theories, arriving at their own perspective.</li> <li>Students demonstrate and evidence student leadership and citizenship inside and outside class by suggesting important ideas and topics to raise awareness and participating in activities.</li> <li>Students produce detailed and high quality literacy work which explores key topics in a structured and balanced manner before reaching a fully justified conclusion.</li> </ul>
<b>4-6</b>	<ul style="list-style-type: none"> <li>Students demonstrate and evidence deep and detailed knowledge and understanding and evaluation of the importance of Religious Studies and Citizenship in the curriculum and in society.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students demonstrate and evidence commendable and detailed factual knowledge, and understanding of key aspects of the six major religions of the world as well as an ability to offer detailed comparisons and evaluations.</li> <li>• Students demonstrate considerable evidence of wider reading, research and source quotation in their structured, literate and reflective writing.</li> <li>• Students can compare and contrast religious, philosophical, political, social and moral perspectives in detail and with rigour and self and social reflection.</li> <li>• Students are able offer a balanced evaluation of theological, philosophical, social and political thinkers and theories, arriving at their own perspective.</li> <li>• Students demonstrate and evidence student leadership and citizenship inside and outside class by suggesting important ideas and topics to raise awareness and participating in activities.</li> <li>• Students produce interesting and literate work which explores key topics in a structured and balanced manner before reaching a fully justified conclusion.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Students demonstrate a mostly correct and commendable foundational knowledge, understanding and evaluation of the importance of Religious Studies and Citizenship in society.</li> <li>• Students demonstrate a foundational factual knowledge and understanding of some key aspects of the six major religions of the world as well as some ability to compare faiths.</li> <li>• Students use some quotations and some thinkers in the writing which demonstrates clear structure.</li> <li>• Students can explain some religious, philosophical, social, political and moral perspectives in significant detail with some detail.</li> <li>• Students are able offer their own evaluation of theological, philosophical, social and political thinkers and theories.</li> <li>• Students demonstrate some student leadership and citizenship inside and outside class by suggesting ideas, topics and activities to raise awareness and participating in activities.</li> <li>• Students produce correct work which explores key topics in a structured and balanced manner before reaching a fully justified conclusion.</li> </ul>