

St Bede's Catholic Voluntary Academy

KS3 Age Related Expectations

Department: Religious Education

The Key Stage Three in Religious Education at St Bede's follows the Religious Education Directory as set out by the Bishops of England and Wales. A full copy of the Directory can be found [here](#).

The Religious Education Directory (RED) sets out the following aims for Religious Education:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
3. to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society.
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own.
5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture.
6. to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.



In studying the RED the outcome for all students should be the creation of religiously literate and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.

Therefore, within the assessment of Religious Education in Key Stage at St Bede's all students will be assessed using the three 'ways of knowing' which are: Understand, Discern and Respond.

These ways of knowing have been applied to the school's assessment framework for Key Stage Three and are common and consistent across the three-year groups within the Key Stage. A full-on comprehensive break down can be found on page 39 of the RED, by following the link at the top of the page.

Assessment will be consistent across all three years, with the same assessment style being used to allow students to progress through the 'ways of knowing' and follow the 'spiral curriculum' found within the RED, as explained below.

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity. The structure invites teachers to expose students to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind.



Working Towards	Working At	Working Beyond
Understand: I can: Remember a range of key religious vocabulary and use within my writing. Remember key teachings from the Catholic Church and can identify where what these teachings mean. Remember some passages from the Bible. Remember important religious figures and what they did in their lives.	Understand: I can: Know and understand a range of key religious vocabulary and use with precision within my writing to show understanding of a range of religious and world views. Read and understand key teachings from the Catechism of the Catholic Church, Papal Encyclicals and Canon Law. Read and understand key passages of scripture from both the Old and New Testaments. Know and understand the important events in key religious figures lives.	Understand: I can: Understand and use a range of contextuality accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions and world views. Understand and make links between the key Catholic teachings found within the Catechism of the Catholic Church, Papal Encyclicals and Canon Law. Show understanding the literal sense of scripture, identify literary forms and understand authorial intention and these affect the meaning of the Biblical text. Understand and make links between the teachings of the Church, Tradition and Scripture and how it is reflected in the words and actions of key religious figures.



Discern: I can: Give different view points and listen to different responses to a topic or question. Explain what I see in a variety of creative and artistic expression of faith and belief and offer some possible meanings behind the artwork. Compare and contrast different works of art and say how they reflect Catholic beliefs. Present an argument from a particular point of view and use sources of wisdom and authority to support my view point. Assess the validity of different view points.	Discern: I can: Explore different view points and engage with different people's view points by asking 'what if' questions and listen to the responses to these. Offer an interpretation of the meaning of a variety of creative and artistic expression of faith and belief. Compare and contrast how effectively different works of art reflect Catholic beliefs. Present an argument from a particular point of view and use relevant sources of wisdom and authority to support my view point. Assess the validity of different view points and arrive at a reasoned conclusion based on my own and others views.	Discern: I can: Explore different view points and engage with different people's view points by asking 'what if' questions. Play with thought experiments and counterfactual scenarios to deepen insight and critically engage with different views. Offer an interpretation of the meaning of a variety of creative and artistic expression of faith and belief, with reference to the historical and cultural context of the maker. Compare and contrast how effectively different works of art reflect Catholic beliefs. Present an argument from a particular point of view and use a breadth of relevant sources of wisdom and authority to support my view point and provide justification for a particular view point and why different sources have weight to them. Assess the validity of different view points including understanding the significance and influence of common and divergent world views and practices and arrive at a reasoned conclusion based on this.
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Respond: I can: Reflect on the meaning of what I have learnt and begin to link it to my own life and the decisions I make. Think about how my own life can be changed by using some of the examples study in class. Think about ways I can change my life and begin to put some of these into action.	Respond: I can: Reflect on the meaning of what I have learnt in relation to my own life. Consider how my own life can be changed based on what they have learnt. Act to bring about change in my own life.	Respond: I can: Reflect on the meaning of what I have learnt in relation to my own life. Begin to explore the experiences and feelings of others, understanding what matters to them and then impact this has on their lives. Consider how my own life and the communities I belong to can be changed based on what they have learnt. Act to bring about change in my own life and the communities I belong to.
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