



<p>Identifying and applying different lenses to a religious perspective.</p> <p>Explaining the beliefs about God from Islamic, Sikh, and Christian perspectives.</p> <p>Developing literacy skills in understanding how to fully explain a point.</p>	<p>Identifying and understanding key terminology relating to the Doctrine of the Trinity.</p> <p>To be able to analyse Biblical Sources of Wisdom and Authority.</p> <p>Developing literacy skills in understanding how to use sources of wisdom and authority when explaining a point.</p>	<p>Identifying and understanding key terminology relating to the Incarnation.</p> <p>To be able to analyse Biblical sources of Wisdom and Authority.</p> <p>Developing literacy skills in understanding how to use sources of wisdom and authority when explaining a point.</p>	<p>Identifying and understanding key terminology relating to the Crucifixion.</p> <p>To be able to analyse Biblical sources of Wisdom and Authority. To be able to contextualise different viewpoints to assess their strength.</p> <p>Developing literacy skills in understanding how to appraise different viewpoints around a topic.</p>	<p>Identifying and understanding the terminology relating to Ultimate Questions.</p> <p>To be able to compare types of questions.</p> <p>Developing literacy skills in understanding how to compare different viewpoints around a topic.</p>	<p>Identifying and understanding the terminology relating to Ultimate Questions.</p> <p>To be able to compare types of questions.</p> <p>Developing literacy skills in understanding how to compare different viewpoints around a topic.</p> <p>Developing literacy skills in understanding how to appraise different arguments within a topic.</p>
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
Assessment including short answer questions, with skills of identifying, defining and explaining.	Assessment including short answer questions, with skills of identifying, defining and explaining.	Assessment including short answer questions, with skills of identifying, defining and explaining.	Assessment including short answer questions, with skills of explaining whilst referring to sources of wisdom and authority, and a long answer question with skills of comparison.	Assessment including short answer questions, with skills of identifying, defining and explaining whilst referring to sources of wisdom and authority.	Assessment including short answer questions, with skills of identifying, defining and explaining whilst referring to sources of wisdom and authority.
Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary
Sociological, philosophical, theological, multidisciplinary, eschatological verification, monotheistic, stewardship, epistemic distance, shirk, idolatry, omnibenevolent, omnipotent, naam japan, sewa, Mool Mantra	Trinity, Doctrine, Monotheistic, omnibenevolent, omnipotent, omniscient, distinct, Father, Son, Holy Spirit, transcendent, salvation, saviour, guidance, creator, Jesus, incarnation	Messiah, God the Son, Incarnation, salvation, saviour, Christmas, sin, prophecies, gold, frankincense, myrrh, sacrifice, baptism, temptation, resurrection, heal, Immanuel, repentance, Hypostatic Union, ministry, suffering servant, miracles, Jesus, omnibenevolent, omnipotent, divine	Atonement, Salvation, Crucifixion, Messiah, The Fall, Adam, Eve, Jesus, original sin, saviour, free will, disobey, forbidden, Heaven, Genesis, good, evil, banished, omnibenevolent, omnipotent, repentance, righteous, prophecy, disciples, betray, Mary, Judas, Pontious Pilate, divine, resurrection, covenant, Last Supper, forgiveness, 10 Commandments, grace	First Cause, omnipotent, infinity, multiple, Thomas Aquinas, Big Bang, creation, Summa Theologica, existence, impossible, atheist, theist, agnostic, Richard Swinburne, Dawkins, evil, suffering, Inconsistent Triad, omnibenevolent, Job, biblical, theoretical, practical, test, faith, trust, humility, perseverance, transcendent, righteous, religious experience, Bernadette, Lourdes, pilgrimage, Nicky Cruz, Humanist	Philosophy, Situation ethics, right, wrong, morality, moral, immoral, parable, Samaritan, Levite, Priest, Jew, compassion, action, mercy, 10 Commandments, Moses, Humanist, atheist, laws, rules, Golden rule, 5 Precepts, Siddhartha Goutama, Buddha, moral hero, Mother Teresa, Mahatma Gandhi, Malala Yousafzai, Martin Luther King Jr



*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>
<b>Mastering</b>	Is able to show a comprehensive understanding of each Big Question, and accurately apply the three lenses to each topic to articulate their knowledge with examples and comparison of view, explaining how each topic links to prior learning.	Is able to explain concepts and topics to a degree where they can compare and contrast viewpoints with comprehensive application of the lenses to all viewpoints.	Is able to apply sources of wisdom and authority accurately to support their analysis of viewpoints within all topics, and evaluate the importance of different viewpoints for a variety of religious and non-religious people, through application of the lenses.
<b>Advancing</b>	Is able to show a clear understanding of each Big Question, and accurately apply the three lenses to most topics with examples, explaining how most topics link to prior learning.	Is able to explain concepts and topics to a degree where they can compare and contrast viewpoints with accurate application of the lenses to most viewpoints.	Is able to apply sources of wisdom and authority accurately to support their analysis of viewpoints within most topics, and explain the importance of different viewpoints for a variety of religious and non-religious people, through application of the lenses.
<b>Securing</b>	Is able to show a good understanding of each Big Question, and accurately apply the three lenses to some topics with examples, explaining how some topics link to prior learning.	Is able to explain concepts and topics to a degree where they can compare viewpoints, with accurate application of the lenses to some viewpoints.	Is able to refer to sources of wisdom and authority accurately to support their analysis of viewpoints within some topics, and describe the importance of different viewpoints, through application of the lenses.
<b>Developing</b>	Is able to show some understanding of each Big Question, and accurately apply the three lenses to some topics with examples, explaining how some topics link to prior learning.	Is able to explain concepts and topics to a degree where they can present multiple viewpoints, with accurate application of the lenses to more than one viewpoint.	Is able to state how some sources of wisdom and authority relate to different viewpoints within some topics, and describe the importance of different viewpoints, through application of the lenses.
<b>Emerging</b>	Is able to show a basic understanding of each Big Question, and accurately apply the three lenses to a topic with examples.	Is able to discuss concepts and topics to a degree where they can present some viewpoints with application of the lenses to a viewpoint.	Is able to describe the importance of different viewpoints within some topics, relating some ideas to sources of wisdom and authority.



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
How can following God bring freedom and justice?	What is the Church?	What does mission mean?	Should everyone be a steward of the world?	What was so revolutionary about Jesus?	How is religion expressed creatively?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>To understand the concepts of freedom and justice and why they are significant in religion and society, by applying sociological, theological and philosophical lenses to each concept.</p> <p>To apply understanding of the concepts of freedom and justice to Sikhism by exploring the lives of the Gurus, and how their lives have impacted on Sikh beliefs and practices through application of the sociological and theological lenses.</p> <p>To overview the 5 pillars through sociological and theological lenses.</p> <p>To explore and develop a comprehensive understanding of the pillar of Zakah and how it relates to the concepts of freedom and justice.</p> <p>To assess and evaluate how religious believers live out the concepts of freedom and justice through their daily practices, with specific focus on Sikhism and Islam.</p>	<p>To understand the historical development of the Church from the Early Church to modern day denominations, with particular focus on the Great Schism, the Reformation and the Church of England, through application of theological and sociological lenses.</p> <p>To explore and contextualise the beginnings of Christianity with the Early Church, understand the importance of the Early Church through application of theological and sociological lenses.</p> <p>To identify and explain the main factors and motivations contributing to the development of the Church within the events of Great Schism, the Protestant Reformation and the English Reformation, through application of sociological and theological lenses.</p> <p>To understand what impact the Church of England has on life in Britain today through application of a sociological lens.</p>	<p>To understand what the term mission means and to apply it to a range of contexts, including individual, group, and institution, including the Church.</p> <p>To analyse New Testament texts through a theological lens, including the parable of the sheep and the goats, to understand the mission that Jesus taught his followers (namely to serve one another).</p> <p>To explore the mission of two charities - Amnesty International and Shelter and make links to the Christian mission through application of both sociological and theological lenses.</p> <p>To research an individual who has lived a life of service, and be able to comprehensively explain their mission, and assess its relation to the Christian mission of Jesus.</p>	<p>To explore the creation story in Hinduism through application of a theological lens.</p> <p>To explain why Hindus believe they should be stewards of the earth with application of a sociological lens, in respect to this being a mission.</p> <p>To explore the similarities between Christianity and Hinduism in reference to Creation and stewardship.</p> <p>To explain why Christians believe they should be stewards of the earth through application of theological and sociological lenses.</p> <p>To develop understanding of individuals who have taken radical action for climate change (Just stop oil), and apply a sociological lens to evaluate the ethics of their actions.</p>	<p>To explore the concept of Jesus as a rebel challenging society's structures, by applying sociological, theological and philosophical lenses to the following ideas:</p> <p>An exploration to the cultural / social / religious and political context of 1 century Israel</p> <p>Attitudes and actions towards the 'pious': exploring the parable of the tax collector and the Pharisee</p> <p>Attitudes to women/sinners: exploring the examples of the woman caught in the act of adultery. (link to feminism movement in Christianity)</p> <p>Attitudes and actions towards children: exploring the story of 'Jesus welcoming the little children'</p> <p>To examine the conflict Jesus encountered because of this through application of a theological and sociological lens.</p>	<p>To explore the importance of the arts within religion, by applying sociological, theological and philosophical lenses to different artistic disciplines in relation to religion, including artwork and music.</p> <p>To apply knowledge and understanding of previous study across years 7 and 8 to examples of religious art and music, including: stained glass, modern music, calligraphy, traditional artwork, hymns, modern artwork.</p> <p>To evaluate the impact and importance of creative arts in expressing religious belief and understanding for different religious believers, by applying both sociological and theological lenses.</p> <p>To develop our own forms of creative art to demonstrate belief.</p>
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
Identifying and defining the concepts of freedom and justice.	Identifying and applying different lenses to a religious perspective.	Applying the term "mission" to a range of contexts.	To be able to explain the main aspects of the Hindu creation story	Identifying and applying understanding of Jesus to different	Identifying and applying knowledge of religion to different forms and

<p>To be able to explain different religious perspectives on freedom and justice.</p> <p>To explain how the concepts of freedom and justice are displayed through the lives of religious believers.</p>	<p>To be able to explain the development of the Church from its origin to to where it is today.</p> <p>To explain the impact that the Church of England has today, both institutionally and personally.</p>	<p>Analysing Biblical Scripture in order to explain the mission of Jesus.</p> <p>To explain the mission of two charities and link them to the Christian mission.</p> <p>To conduct in-depth research and relate it to the Christian mission.</p>	<p>and apply this understanding to the concept of stewardship.</p> <p>To analyse Biblical scripture in order to explain Christian viewpoints regarding stewardship.</p> <p>To explain sociological concepts relating to stewardship demonstrated through modern day action.</p>	<p>aspects and ideas.</p> <p>To analyse Biblical scripture in order to explain how Jesus' actions challenged society's structures.</p>	<p>examples of creative arts.</p> <p>To evaluate the significance of the creative arts within the scope of religion.</p> <p>To apply knowledge and understanding of religious belief and creative arts to individual development of creative work.</p>
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
Assessment including short answer questions, with skills of identifying, defining and explaining whilst referring to sources of wisdom and authority.	Assessment including short answer questions, with skills of identifying, defining and explaining whilst referring to sources of wisdom and authority.	Assessment including short answer questions, with skills of identifying, defining and explaining whilst referring to sources of wisdom and authority.	Assessment including short answer questions, with skills of identifying, defining and explaining whilst referring to sources of wisdom and authority.	Assessment including a long answer question with skills of comparison and appraisal.	Assessment including a long answer question with skills of comparison and appraisal.
Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary
<p>Early Church, ascension, pentecost, evangelise, apostle, denominations, great schism, Catholic, Greek Orthodox, Pope, Patriarch, Apostles Creed, purgatory, indulgences, Martin Luther, justification, excommunicated, dissolution, monasteries.</p>	<p>Parable, eschatological, amnesty international, human rights, violate, refugee, asylum seeker, migrant, visa, limbo, dignity, social housing, welfare system.</p>	<p>Stewardship, Rig Veda, reincarnation, Brahman, Brahma, Vishnu, Shiva, atman, karma yoga, ahimsa, Krishna, Bhagavad Gita, immanent, Laudato Si, activist, veganism, civil disobedience.</p>	<p>Revolutionary, gentile, Pharisee, social class, repentance, piety, pious, hypocrite, integrity, adultery, cultural norms, prioritise,</p>	<p>Quran, Muhammad (PBUH), tawhid, idolatry, shirk, Jibril, Kaaba, Makkah, aniconism, Hadith, geometric, minaret, madrasa, halal, haram, qubba, transcendence, mihrab, minaret, ummah, Fatimah, Maryam, Asiyah, Khadijah, Hajj, hajji, Jihad, Ibrahim, Ihram, calligraphy, arabesque</p>	<p>Tanakh, mitzvot, kashrut, kosher, treif/trefah, passover, pesach, z'ora, maror, charoset, chazeret, karpas, beitzah, deliverance, Exodus, seder, matzvah, eucharist, transubstantiation, real presence, sacrament, atonement, salvation, sacrificial lamb, covenant</p>



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	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>
<b>Mastering</b>	Is able to show a comprehensive understanding of each Big Question, and accurately apply the three lenses to each topic to articulate their knowledge with examples and comparison of view, explaining how different ideas relate to one another.	Is able to explain concepts and topics to a degree where they can compare and contrast viewpoints with comprehensive application of the lenses to all ideas, resulting in thorough appraisal and comparison of viewpoints.	Is able to apply sources of wisdom and authority accurately to support their analysis of viewpoints within all topics, and apply the lenses to evaluate the importance of different viewpoints for a variety of religious and non-religious people, resulting in sustained and comprehensive appraisal and comparison of views.
<b>Advancing</b>	Is able to show a clear understanding of each Big Question, and accurately apply the three lenses to most topics with examples, explaining how most viewpoints within each topic relate to one another.	Is able to explain concepts and topics to a degree where they can compare and contrast viewpoints with accurate application of the lenses to most ideas, resulting in some appraisal and comparison of viewpoints.	Is able to apply sources of wisdom and authority accurately to support their analysis of viewpoints within most topics, and apply the lenses to explain the importance of different viewpoints for a variety of religious and non-religious people, resulting in some appraisal and comparison of views.
<b>Securing</b>	Is able to show a good understanding of each Big Question, and accurately apply the three lenses to some topics with examples, explaining how some viewpoints within each topic relate to one another.	Is able to explain concepts and topics to a degree where they can compare multiple viewpoints, with accurate application of the lenses to some ideas, resulting in secure comparison of viewpoints.	Is able to apply sources of wisdom and authority accurately to support their analysis of viewpoints within some topics, and apply the lenses in order to describe the importance of different viewpoints, with attempts to appraise and compare ideas.
<b>Developing</b>	Is able to show some understanding of each Big Question, and accurately apply the three lenses to some topics with examples, stating how some viewpoints within each topic relate to one another.	Is able to explain concepts and topics to a degree where they can compare multiple viewpoints, with accurate application of the lenses to more than one idea, resulting in some comparison of viewpoints.	Is able to refer to sources of wisdom and authority to support their presentation of different viewpoints within some topics, and apply the lenses in order to describe the importance of different viewpoints, with some comparison of ideas.
<b>Emerging</b>	Is able to show a basic understanding of each Big Question, and accurately apply the three lenses to a topic with examples, stating some links between viewpoints.	Is able to explain concepts and topics to a degree where they can present some viewpoints with application of the lenses to these ideas, resulting in attempted comparison of viewpoints.	Is able to state how sources of wisdom and authority link to viewpoints within a topic, and apply the lenses in order to describe the importance of different viewpoints with attempted comparison of ideas.



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Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
Do religious experiences prove the existence of God?	Are we all on a pilgrimage?	Is life a moral maze?	Is there life after death?	What does religion in the UK look like?	What's the connection between religion and culture?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>To explore different scholarly definitions of 'religious experiences'.</p> <p>To explore the four qualities of religious experiences as outlined by William James: Passivity, ineffability, noetic quality and transiency (PINT).</p> <p>To define different religious experiences, including mystical, conversion, meditation, and numinous by looking at examples.</p> <p>To explore examples of different religious experiences and their importance through application of theological, sociological and philosophical lenses.</p> <p>To apply philosophical, theological and sociological lenses to arguments for and against religious experiences, and evaluate the efficacy of each as an argument for the existence of God.</p>	<p>To explore the significance of pilgrimage across various religions.</p> <p>To apply theological and sociological lenses to understand how pilgrimage works as both a spiritual and physical journey.</p> <p>To explore different pilgrimages within religions, such as Santiago de Compostela, Hajj, the Kumbh Mela, Lumbini, and apply a theological lens to understand the significance of each for believers.</p> <p>To evaluate the meaning of pilgrimage, and how pilgrimage can be undertaken by both religious and non religious individuals, examining the similarities and differences between the journeys and experiences through application of a sociological lens.</p> <p>To reflect on their own experiences and journeys they have been on, to understand their own pilgrimages.</p>	<p>To apply a philosophical lens to the concept of morality through exploration of various ethical theories, including situation ethics, natural law, and utilitarianism.</p> <p>To evaluate the strengths and weaknesses of the different theories in their efficacy of providing moral guidance for human life.</p> <p>To apply a theological lens to the different theories in order to understand their impact and relativity to Christianity.</p> <p>To apply a sociological lens by evaluating each theory in relation to the sociological issue of animal rights, and evaluate each theory in its efficacy of providing moral guidance in this sociological issue.</p>	<p>To understand and explore Christian arguments for life after death, with focus on Jesus' resurrection, bodily resurrections, and near death experiences.</p> <p>To understand and explore Islamic arguments for life after death and be able to compare these with Christianity.</p> <p>To explore humanist responses to religious arguments for the existence of life after death, and evaluate the efficacy of these.</p> <p>To understand the significance of religious and non-religious arguments for the existence of life after death through application of a sociological lens.</p>	<p>To apply sociological, theological and philosophical lenses to various aspects of religion to develop understanding of religion in the UK, by exploring different concepts such as: migration and immigration; the religious demographic of the UK; and Christian denominations in the UK.</p> <p>To evaluate the impact and importance of religion in the UK.</p> <p>To be able to apply understanding of previous topics to analyse the factors which influence religion in the United Kingdom.</p>	<p>To explore what culture is.</p> <p>To develop understanding of Christianity as the dominant religion of the UK through retrieval of previous knowledge.</p> <p>To explore how Christianity has impacted culture through application of sociological and theological lenses to physical and behavioural aspects of religion, such as religious buildings, hymns, stained glass windows.</p> <p>To explore how major world religions, in conjunction with Christianity, have influenced British culture through application of theological and sociological lenses, for example; Vaisakhi and Diwali in Wolverhampton.</p> <p>To explore and examine modern day approaches to religion and culture, and assess the impact these have on religious and non-religious individuals, as well as on British culture, for example modern music.</p>

Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<p>Identifying and applying key terms relating to religious experiences.</p> <p>To develop evaluative skills of appraisal of a viewpoint through exploration of the importance of different religious experiences.</p>	<p>Identifying and applying key terms relating to pilgrimage.</p> <p>To develop evaluative skills of appraisal of a viewpoint through exploration of the importance of different pilgrimages and journeys.</p>	<p>Identifying and applying key terms relating to philosophical and ethical theories.</p> <p>To explain the concept of morality through application of different ethical theories and viewpoints, with reference to religion.</p> <p>To develop evaluative skills of appraisal through exploration of ethical theories through the viewpoint of animal rights.</p>	<p>Identifying and applying key terms relating to life after death.</p> <p>To explain why religious and non-religious people have different viewpoints, and how these can be compared and contrasted.</p> <p>To develop evaluative skills of appraisal through exploration of the impact that beliefs about life after death have on individuals.</p>	<p>To explain different views of the importance of religion in the UK through exploration of different influential factors.</p> <p>To develop evaluative skills of appraisal in discussion of the impact of factors which influence religion in the UK both historically and within the present day.</p>	<p>To develop evaluative skills of appraisal through exploration of culture, and personal influential factors on individual culture.</p> <p>To explain how religion and art have shaped one another and the impact this has had in the UK and globally.</p>
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Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary
Passivity Ineffability Noetic Quality Transience Theological Sociological Philosophical Efficacy Appraisal Evaluative	Pilgrimage Santiago de Compostela Hajj Kumbh Mela Lumbini Theological Sociological Philosophical Spiritual Physical	Ethics Situation Ethics Natural Law Utilitarianism Theological Sociological Efficacy Morality Appraisal	Resurrection Bodily Resurrections Near Death Experiences Islamic Christianity Humanist Efficacy Sociological Appraisal	Culture Christianity Sociological Theological Hymns Stained Glass Vaisakhi Diwali Impact Behavioural	Influential Factors Sociological Theological Religious Art Modern Approaches Evaluative Appraisal Impact Personal Culture Modern Music



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	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>
<b>Mastering</b>	Is able to show a comprehensive and detailed understanding of each Big Question, with accurate and detailed application of the three lenses to each topic, in order to articulate their knowledge through exemplification and knowledge retrieval across topics.	Is able to explain concepts and topics to a degree where they can compare and contrast viewpoints with comprehensive application of the lenses to all ideas, resulting in thorough appraisal and comparison of viewpoints, drawing on sources of wisdom and authority to support and develop all viewpoints.	Is able to apply sources of wisdom and authority accurately to support their analysis of viewpoints within all topics, and apply the lenses to evaluate the importance of different viewpoints for a variety of religious and non-religious people, resulting in sustained and comprehensive appraisal and evaluation, showing logical chains of reasoning throughout.
<b>Advancing</b>	Is able to show a clear understanding of each Big Question, and accurately apply the three lenses to all topics, exemplifying most and explaining how all different viewpoints within each topic relate to one another.	Is able to explain concepts and topics to a degree where they can compare and contrast viewpoints with accurate application of the lenses to most ideas, resulting in some appraisal and comparison of viewpoints, with some use of sources of wisdom and authority to support viewpoints.	Is able to apply sources of wisdom and authority accurately to support their analysis of viewpoints within most topics, and apply the lenses to explain the importance of different viewpoints for a variety of religious and non-religious people, resulting in some appraisal and evaluation, with some evidence of logical chains of reasoning.
<b>Securing</b>	Is able to show a good understanding of each Big Question, and accurately apply the three lenses to most topics with examples, explaining how most viewpoints within each topic relate to one another.	Is able to explain concepts and topics to a degree where they can compare multiple viewpoints, with accurate application of the lenses to some ideas, resulting in secure comparison of viewpoints with occasional use of sources of wisdom and authority to support viewpoints.	Is able to apply sources of wisdom and authority accurately to support their analysis of viewpoints within some topics, and apply the lenses in order to describe the importance of different viewpoints, with attempts to appraise and evaluate and some links made between viewpoints throughout.
<b>Developing</b>	Is able to show some understanding of each Big Question, and accurately apply the three lenses to some topics with examples, stating how some viewpoints within each topic relate to one another.	Is able to explain concepts and topics to a degree where they can compare multiple viewpoints, with accurate application of the lenses to more than one idea, resulting in some comparison of viewpoints, with some accurate references to sources of wisdom and authority.	Is able to refer to sources of wisdom and authority to support their presentation of different viewpoints within some topics, and apply the lenses in order to describe the importance of different viewpoints, with some comparison of ideas and basic appraisal linking ideas.
<b>Emerging</b>	Is able to show a basic understanding of each Big Question, and accurately apply the three lenses to some topics with examples, stating some links between viewpoints.	Is able to explain concepts and topics to a degree where they can present some viewpoints with application of the lenses to these ideas, resulting in attempted comparison of viewpoints and reference to a source of wisdom and authority.	Is able to state how sources of wisdom and authority link to viewpoints within a topic, and apply the lenses in order to describe the importance of different viewpoints with attempted comparison of ideas, with basic appraisal but no ideas linked.