

Religious Education		KS3 Learning Journal		Year 8
AUTUMN	Autumn 1	Autumn 2		
Emerging	<input type="checkbox"/> I can state the three parts of the Holy Trinity	<input type="checkbox"/> I can identify examples of morality		
Developing	<input type="checkbox"/> I can match biblical verses to different parts of the Holy Trinity	<input type="checkbox"/> I demonstrate awareness of the difference between absolute and relative morality		
Secure	<input type="checkbox"/> I can make links between biblical teachings of the Holy Trinity and the roles and actions of God	<input type="checkbox"/> I can articulate why people have different moral views on issues		
Mastery	<input type="checkbox"/> I can select appropriate biblical verses to explain reasons for Christian's choices and actions	<input type="checkbox"/> I astutely select examples of religious teachings which may lead to people having different viewpoints on moral issues		
SPRING	Spring 1	Spring 2		
Emerging	<input type="checkbox"/> I can state some ways in which Christians respond to the call for stewardship	<input type="checkbox"/> I can link some key beliefs in Sikhism to their importance for Sikhs living in Britain today		
Developing	<input type="checkbox"/> I can provide examples of good and bad stewardship	<input type="checkbox"/> I can explain how Sikhs put their beliefs into actions in different ways		
Secure	<input type="checkbox"/> I can describe the purpose of the Genesis Creation texts and their place in the Bible	<input type="checkbox"/> I can describe key beliefs and the importance of equality for Sikhs		
Mastery	<input type="checkbox"/> Using theologically rooted reasons, I can suggest why Christians should be better stewards than everyone else	<input type="checkbox"/> I can outline how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today		
SUMMER	Summer 1	Summer 2		
Emerging	<input type="checkbox"/> I show an understanding of key beliefs studied for Jewish ways of living in Britain today	<input type="checkbox"/> I can identify reasons for people believing and not believing in God		
Developing	<input type="checkbox"/> I can give examples of how Jews live their lives in accordance with key beliefs	<input type="checkbox"/> I can express ways in which non-religious people may put their beliefs into action		
Secure	<input type="checkbox"/> Using case studies and selected scripture, I can identify and explain some opportunities and challenges presented to Jewish teenagers living in Britain today.	<input type="checkbox"/> I present cohesive explanations as to how non-religious people are guided in making decisions		
Mastery	<input type="checkbox"/> I can explain diversity within Judaism and summarise my learning to present challenges and opportunities of being a Jewish teenager in Britain today	<input type="checkbox"/> I construct considered responses which demonstrate an understanding of non-religious beliefs and practices and how it might affect the way people interact with religious believers		
<i>Baseline Grade</i>	<i>Autumn Grade</i>	<i>Spring Grade</i>	<i>Summer Grade</i>	<i>Target</i>