

By the *end* of age phase, students will be able to:

		11-14
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<ul style="list-style-type: none"> • Explain the meaning and purpose of a range of scripture passages • Demonstrate a knowledge and understanding of: <ul style="list-style-type: none"> - doctrine, belief and theological concepts - the nature, structure and authority of communities of belief, both locally and universally - questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments - the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments • Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions
	Making Links & Connections	<ul style="list-style-type: none"> • Make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others
	Historical Development	<ul style="list-style-type: none"> • Recognise, and demonstrate some understanding, that some beliefs, practices and interpretations of sources have developed over time
	Technical Vocabulary	<ul style="list-style-type: none"> • Use a range of contextually accurate and appropriate religious and specialist vocabulary
Engagement & Response (‘learning from’)	Meaning & Purpose	<ul style="list-style-type: none"> • Compare their own and others’ responses to questions of meaning and purpose, leading to reasonable explanations of their own and others’ views, in the light of religious teaching
	Beliefs & Values	<ul style="list-style-type: none"> • Compare their own and others’ responses to questions of belief and values, leading to reasonable explanations of their own and others’ views, in the light of religious teaching
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view
	Construct Arguments	<ul style="list-style-type: none"> • Present an argument for a particular point of view, showing an awareness of different views
	Make Judgements	<ul style="list-style-type: none"> • Arrive at judgements that are supported by evidence
	Recognise Diversity	<ul style="list-style-type: none"> • Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions
	Analyse & Deconstruct	<ul style="list-style-type: none"> • Accurately outline the nature of different debates within Theology, Philosophy and Ethics

		14-16
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<ul style="list-style-type: none"> • Interpret the meaning and significance of a range of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communities • Demonstrate comprehensive knowledge and understanding of: <ul style="list-style-type: none"> - doctrine, belief and theological concepts - the nature, structure and authority of communities of belief, both locally and universally - questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments - the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments • Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions
	Making Links & Connections	<ul style="list-style-type: none"> • Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them
	Historical Development	<ul style="list-style-type: none"> • Demonstrate an understanding of the historical and/or cultural development of concepts in each of the areas of study, recognising the significance of historical context and shifts in other areas of understanding
	Technical Vocabulary	<ul style="list-style-type: none"> • Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary
Engagement & Response (‘learning from’)	Meaning & Purpose	<ul style="list-style-type: none"> • Evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others’ views
	Beliefs & Values	<ul style="list-style-type: none"> • Evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others’ views
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use a range of sources of wisdom and authority appropriately to provide explanations of aspects of each area of study, using these sources with increasing sophistication and as evidence to support particular points of view
	Construct Arguments	<ul style="list-style-type: none"> • Construct a sustained argument, based on critical analysis of different views
	Make Judgements	<ul style="list-style-type: none"> • Form reasoned judgements that are supported by evidence, weighing the strengths and weaknesses of different positions and arriving at convincing conclusions that competently draw together arguments and ideas
	Recognise Diversity	<ul style="list-style-type: none"> • Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions
	Analyse & Deconstruct	<ul style="list-style-type: none"> • Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics • Dealing with apparent contradictions....?

		16-19
Knowledge and Understanding (‘learning about’)	Developing Knowledge & Understanding	<ul style="list-style-type: none"> • Critically reflect and skillfully interpret the meaning and significance of a wide variety of sacred texts and sources of wisdom, using the skills of scriptural scholarship and reason • Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognises complexity and nuance, of: <ul style="list-style-type: none"> - doctrine, belief and theological concepts - the nature, structure and authority of communities of belief, both locally and universally - questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments - the structure, meaning and significance of different forms of worship for believers • Comprehensively demonstrate a developed knowledge, showing a depth of understanding that recognizes complexity and nuance, of divergent views and practices within and between religions and beliefs
	Making Links & Connections	<ul style="list-style-type: none"> • Make coherent and insightful connections between different areas of study (doctrine, sources, structures, worship and life), fully explaining the multiple and sophisticated causal connections between them
	Historical Development	<ul style="list-style-type: none"> • Demonstrate a thorough understanding of the historical and/or cultural development of understanding in each of the areas of study, recognising the importance of historical and cultural context, drawing on the work of relevant theologians, philosophers and scholars in other relevant disciplines
	Technical Vocabulary	<ul style="list-style-type: none"> • Precisely use a wide range of appropriate specialist theological, philosophical and ethical vocabulary, extensively, effectively and with a high degree of confidence
Engagement & Response (‘learning from’)	Meaning & Purpose	<ul style="list-style-type: none"> • Critically evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others’ views
	Beliefs & Values	<ul style="list-style-type: none"> • Critically evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to an independent, fully informed and well-argued account of their own and others’ views
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> • Skillfully select and deploy relevant knowledge from a wide range of sources, demonstrating extensive depth and breadth in the selection, in the defence of a polemical position
	Construct Arguments	<ul style="list-style-type: none"> • Perceptively discuss different views, leading to developed arguments that are coherent, relevant and logically structured
	Make Judgements	<ul style="list-style-type: none"> • Form coherent and reasoned judgements that are fully supported by a comprehensive appraisal of evidence, arriving at compelling conclusions that fully and logically draw together the ideas and arguments analysed
	Recognise Diversity	<ul style="list-style-type: none"> • Comprehensively demonstrate a depth of understanding of the significance and influence of commonality and diversity within and between religions, and the origins of these, both historical and textual
	Analyse & Deconstruct	<ul style="list-style-type: none"> • Critically deconstruct information, leading to insightful analyses of complex concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics