

Learning Objective	Key Indicators	Basic <i>Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</i>	Advancing <i>Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</i>	Deep <i>Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.</i>
To understand beliefs and teachings	Present the key teachings and beliefs of a religion, making reference to religious figures.	When encouraged, some good examples of the key teachings and beliefs of a religion are given.	Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.	Key teachings, and how they relate to religious figures are presented with interesting detail and explanations.
	To understand practices and lifestyles.	Identify religious artefacts and buildings and explain how and why they are used.	There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.	Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.
To understand how beliefs are conveyed.		Explain some of the religious practices of both clerics and individuals.	When encouraged, some good examples of explanations of the religious practices of clerics and individuals are given.	Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.
	Identify religious symbolism in literature and the arts.	With support, religious symbolism in literature and the arts is explored.	There is a growing recognition of and some examples provided for the use of religious symbolism in literature and the arts.	Good well-explained examples of religious symbolism in literature and the arts are given in a wide range of contexts.

<b>To reflect</b>	Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of personal experiences and feelings and their effect on attitude.	There is a growing awareness of and examples are given of personal experiences and feelings and how they influence attitudes.	Good, clearly explained examples are given of personal experiences and feelings and how they influence attitudes in a wide range of contexts.
	Give some reasons why religious figures may have acted as they did.	With help, some reasons why religious figures may have acted as they did are given.	Usually, good attempts to explain why religious figures may have acted as they did, relating reasons to teachings of religion, are made.	Carefully reasoned and well-explained examples, that refer to teachings of a religion describe why religious figures may have acted as they did are given.
	Ask questions that have no universally agreed answers.	With help, some questions that have no universally agreed answers are explored.	Generally, some good questions that have no universally agreed answers are asked and explored.	Some well-considered questions that have no universally agreed answers are asked and explored in depth.
	Explain how beliefs affect people's behaviour.	There are some good examples of explanations of how beliefs affect people's behaviour.	Generally good explanations are provided for how beliefs affect people's behaviour in a range of contexts.	Well considered and detailed explanations are provided for how beliefs affect people's behaviour in a range of contexts.
	Discuss and give opinions on stories involving moral dilemmas.	The term moral dilemma is experienced through discussions.	There is a growing understanding of and examples given of moral dilemmas.	Well described instances of situations involving moral dilemmas are given.