

Level	Understanding PSHE AO1	Understanding RE AO1	Understanding Citizenship AO1	Literacy AO2	Sources AO3	Evaluation and Critical Thinking AO4	
1	Can remember key words	Can remember key words	Can remember key words	Uses capital letters and full stops correctly. Simple words are spelt correctly.	Can select key words or say what they see from a visual source with support.		
2	Can recall key features of the topic using simple sentences. (using a writing frame)	Can recall key features of the topic using simple sentences. (using a writing frame)	Can recall key features of the topic using simple sentences. (using a writing frame)	Uses, key word prompts, a writing frame and sentence starters to aid structure.	Can select key words or say what they see from a visual source without support.	Able to identify a point of view	
3	Can use key vocabulary to show understanding of a topic using simple paragraphs (using a writing frame)	Can use key vocabulary to show understanding of a topic using simple paragraphs (using a writing frame)	Can use key vocabulary to show understanding of a topic using simple paragraphs (using a writing frame)	Uses writing frames or sentence starters. Uses paragraphs to organise writing. Correctly spells and uses some key words and everyday language.	Can make a simple inference from the source	Able to identify a point of view and differentiate between a point of view as opposed to a fact	
4 (Y7 average)	Can communicate their understanding using relevant information in paragraphs. They can identify potentially harmful behaviours and express their own opinion simply.	Can communicate their understanding of a topic using relevant information in paragraphs. They can identify 2 religious beliefs about the topic and express their own opinion simply	Can communicate their understanding of a topic using relevant information in paragraphs. they can identify 2 actions to be a good citizen..	Uses paragraphs to identify key ideas Correctly spells and uses key words.	Can make inferences from more than one source.	Able to express their own opinion without elaboration.	
5 (Y8 average)	Can describe positive and negative impacts and express my own opinion in some detail.	Can describe how religious beliefs impact people's behaviour. (what they do because of their beliefs)	Can describe positive and negative impacts and express my own opinion in some detail.	Uses paragraphs effectively to identify key ideas Correctly spells and uses key words and some ambitious language.	Can describe whether sources are useful based on their content, author or nature.	Able to describe their own opinion and show understanding of the views of others.	
6 (Y9 average)	Can use accurate and relevant vocabulary to produce structured, logical and coherent work. And express my own opinion with examples in order to justify it.	Can use accurate and relevant vocabulary to produce structured, logical and coherent work. And express my own opinion with examples in order to justify it.	Can use accurate and relevant vocabulary to produce structured, logical and coherent work. And express my own opinion with examples in order to justify it.	Uses accurate and relevant vocabulary and some complex and ambitious language. Paragraphs are linked to develop an idea or argument.	Can explain how the purpose of a source affects its usefulness.	Able to take on board different viewpoints in order to discuss ideas in a balanced way.	

7	Can analyse core ideas and differing perspectives in order to understand how they are formed. Show understanding of the causes behind certain behaviours.	Can analyse core ideas and differing perspectives in order to understand how they are formed. Show understanding of the causes behind certain behaviours.	Can analyse core ideas and differing perspectives in order to understand how they are formed. Show understanding of the causes behind certain behaviours.	Whole essay writing is controlled and shows signs of good planning. Excellent SPAG and complex sentences.	Can analyse a range of sources and use them to make a judgement.	Able to represent the viewpoints of others in a fair manner, considering ideas from at least 2 perspectives	
8	Can put forward a coherent argument, taking account of other views Can use my findings in persuasive discussion to share my views.	Can put forward a coherent argument, taking account of other views Can use my findings in persuasive discussion to share my views.	Can put forward a coherent argument, taking account of other views Can use my findings in persuasive discussion to share my views.	Appropriate style. Expression/vocabulary is extensive and fluent. Writing is structured to explicitly engage with the specific question or topic studied.	Can analyse a range of sources, evaluate them and then use them to make a judgement about their effectiveness .	Able to represent the viewpoints of others in a fair and balanced manner, considering ideas from a range (3 or more) of perspectives	
9	Can evaluate core ideas, exploring their structures and origins and arriving at insightful questions around them.	Can evaluate core ideas, exploring their structures and origins and arriving at insightful questions around them.	Can evaluate core ideas, exploring their structures and origins and arriving at insightful questions around them.	Appropriate, vocabulary is used with well-structured, coherent arguments.	Can research their own basic sources .	Able to formulate and explain their own ideas after thoughtful consideration of a range of different perspectives.	
10	Theorising with originality and supporting their ideas with in-depth evidence.	Theorising with originality and supporting their ideas with in-depth evidence.	Theorising with originality and supporting their ideas with in-depth evidence.	Appropriate, critical vocabulary is used with well-structured, coherent arguments. Writing has impressive style and direction.	Can research their own sources using a range of criteria.	Able to explain and compare their own ideas to others after thoughtful consideration of a range of different perspectives	

