

RE Matrix Year 7	Emerging	Developing	Securing	Mastering
Contextualising	Identification of a teaching that can apply to a set of actions/actions in each situation	Identification of key teachings that apply to one or more actions in given situations	Limited description/explanation of key spiritual teachings or beliefs that apply to actions in a situation or approach	Scriptural and/or doctrinal factors are considered/discussed, and a response is given to the situation or approach
Analysis/interpretation	Basic information given which is categorised into a positive or negative format or similar categorisation.	Basic information given (categorised by identified matrices) with a generic statement used for justification of choices	Basic information given (categorised by identified matrices) with limited justification or argument of choices	Key points identified and justified (categorised by identified matrices) with application (because...) made to given scenario.
Application and/or synthesis	Identify and describe an ethical issue and provide a general statement of the response of a religion	Identify an ethical issue and provide a broad statement of the response of a religion(s) Identify and describe an ethical issue, providing a broad statement of the response of a religion(s)	To identify and describe at least 1 ethical issue and state generally how at least 2 religions or religious traditions (denominations) would respond.	Able to identify and describe more than 1 ethical issue (connected to consequences) and begin to explore how a religion or religious/secular tradition would respond.
Opinion and/or justification	Simplistic response given (yes/no) with no discussion or argument	Basic opinion response given with a simplistic reason	Limited opinion response given as a statement, with little/no discussion or argument.	Opinion given on an issue with limited discussion. Some reference made to other viewpoints, but these are not explored.
Evaluation	Can choose from a provided set reasoning for their viewpoint	Can provide at least 1 viewpoint (not including their own), with accompanying unstructured arguments. Basic attempt at a conclusion	Can state at least 2 (religious or secular) viewpoints. Evidence of elements of a logical argument chain with limited structure leading to a limited conclusion	Discuss at least 2 (religious or secular) viewpoints inc schools of thought where possible. Evidence the start of a logical argument chain which leads to a semi-structured conclusion

RE Matrix Year 8	Emerging	Developing	Securing	Mastering
Contextualising	Identification of key teachings that apply to one or more actions in given situations	Limited description/explanation of key spiritual teachings or beliefs that apply to actions in a situation or approach	Scriptural and/or doctrinal factors are considered/discussed, and an appropriate response is given to the situation	Scriptural, doctrinal and cultural factors are considered and discussed leading to an appropriate response given to the situation
Analysis and/or interpretation	Basic information given (categorised by identified matrices) with a generic statement used for justification of choices	Basic information given (categorised by identified matrices) with limited justification or argument of choices	Key points identified and justified (categorised by identified matrices) with application (because...) made to given scenario.	Connections made between different religious traditions with limited discussion exploring similarities/differences
Application and/or synthesis	Identify an ethical issue and provide a broad statement of the response of a religion(s) Identify and describe an ethical issue, providing a broad statement of the response of a religion(s)	To identify at least 1 ethical issue and state generally how at least 2 religions or religious traditions(denominations) would respond.	Able to identify and describe more than 1 ethical issue (connected to consequences) and begin to explore how a religion or religious/secular tradition would respond.	Able to identify ethical issues and provide examples of responses from different denominations and secular groups and/or links made to historical responses
Opinion and/or justification	Basic opinion response given with a simplistic reason	Limited opinion response given as a statement, with little/no discussion or argument.	Opinion given on an issue with limited discussion. Some reference made to other viewpoints, but these are not explored.	Opinion on an issue provided with clarified argument(s), using at least 1 contrasting viewpoint.
Evaluation	Can provide at least 1 viewpoint (not including their own), with accompanying unstructured arguments	Can state at least 2 (religious and secular) viewpoints. Evidence of elements of a logical argument chain with limited structure leading to a limited conclusion	Discuss at least 2 (religious and secular) viewpoints inc schools of thought where possible. Evidence the start of a logical argument chain which leads to a semi-structured conclusion	Discuss a range of religious and secular viewpoints inc schools of thought. Using this to provide a logical argument with evidence of the knowledge of religion and religious teaching

RE Matrix Year 9	Emerging	Developing	Securing	Mastering
Contextualising	Limited description/explanation of key spiritual teachings or beliefs that apply to actions in a situation or approach	Scriptural and/or doctrinal factors are considered/discussed, and an appropriate response is given to the situation	Scriptural, doctrinal and cultural factors are considered and discussed leading to an appropriate response given to the situation	Scriptural, doctrinal, cultural, philosophical and ethical factors are considered, and an appropriate response is given to the situation
Analysis and/or interpretation	Basic information given (categorised by identified matrices) with limited justification or argument of choices	Key points identified and justified (categorised by identified matrices) with application (because...) made to given scenario.	Connections made between different religious traditions with limited discussion exploring similarities/differences	Exploring 2 or more points of view including non-religious, using evidence to support their argument
Application and/or synthesis	To identify at least 1 ethical issue and state generally how at least 2 religions or religious traditions(denominations) would respond.	Able to identify and describe more than 1 ethical issue (connected to consequences) and begin to explore how a religion or religious/secular tradition would respond.	Able to identify ethical issues and provide examples of responses from different denominations and secular groups and/or links made to historical responses	Able to identify ethical issues and provide examples of responses from different denominations and secular groups including their own, with reference being made to historical responses/changes
Opinion and/or justification	Limited opinion response given as a statement, with little/no discussion or argument.	Opinion given on an issue with limited discussion. Some reference made to other viewpoints, but these are not explored.	Opinion on an issue provided with clarified argument(s), using at least 1 contrasting viewpoint.	Provide a justified opinion with connective arguments that shows application of ideas from a range of traditions or non-religious viewpoints
Evaluation	Can state at least 2 (religious and secular) viewpoints. Evidence of elements of a logical argument chain with limited structure leading to a limited conclusion	Discuss at least 2 (religious and secular) viewpoints inc schools of thought where possible. Evidence the start of a logical argument chain	Discuss a range of religious and secular viewpoints inc schools of thought. Using this to provide a logical argument with evidence of	Discuss a range of religious and secular viewpoints inc schools of thought. Using this to provide an unbiased and logical argument with evidence of the knowledge

		which leads to a semi-structured conclusion	the knowledge of religion and religious teaching	of religion, religious teaching and moral reasoning
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