Year 8 RPE: What is Truth? And Good, Bad; Right, Wrong: How Do I Decide?

	Knowledge	Skills
Strong	• Make connections between beliefs, teachings and ideas across the unit. *(e.g. linking Plato's ideas about reality with Descartes' search for certainty).* • Compare different approaches to truth and morality using relevant examples. *(e.g. Humanist and religious approaches to moral decision-making).* • Explain how beliefs and ideas can influence the choices people make. • Explain how different concepts studied in the unit relate to one another. *(e.g. truth and evidence; morality and empathy; authority and decision-making*	• Explain reasons behind beliefs, showing how and why they matter to believers and non-believers. (e.g. why Humanists value reason, why absolutists believe morality is fixed, or why Muslims follow teachings in the Qur'an). • Use evidence to give clear reasons, linking teachings and sources to beliefs and actions. (e.g. explaining how the Golden Rule influences behaviour or how different people may use the same evidence to support different viewpoints). • Apply beliefs to different situations, giving clear and relevant reasoning. (e.g. applying absolutist and relativist approaches to different moral issues or considering how different worldviews respond to ethical dilemmas.) • Explain different ways beliefs influence people and communities, recognising that people with similar beliefs may respond differently. (e.g. different approaches to applying the Golden Rule, Sikh virtues or religious teachings in modern life.) • Support judgements using reasons and examples whilst acknowledging alternative viewpoints. (e.g. weighing up religious and non-religious approaches to moral decision-making or considering different ways people decide what is true.)
Confident	• Explain how beliefs, teachings, concepts and theories influence people's understanding of truth, morality and identity. • Compare different religious and non-religious viewpoints using relevant examples. *(e.g. Humanist and religious approaches to morality; reason and revelation as sources of truth).* • Explain reasons behind beliefs and ideas, showing why they are important to believers and non-believers • Explain how beliefs and values are expressed differently within and between traditions.	• Explain beliefs, teachings and practices clearly using accurate RP&E vocabulary and relevant examples. (e.g. explaining how Muslims use the Qur'an for guidance, how Humanists use reason and empathy, or how Plato's Cave challenges assumptions about truth). • Use evidence to explain meaning, showing what a teaching or source suggests. (e.g. explaining what the shadows in Plato's Cave represent or what a religious teaching suggests about right and wrong). • Explain how beliefs influence behaviour and perspectives on ethical or philosophical issues using relevant examples. (e.g. explaining how religious teachings influence decisions about right and wrong or how beliefs about truth affect opinions.) • Explain clearly how beliefs shape behaviour and decision-making and how this may differ within traditions. (e.g. different Christian responses to moral issues or different views on free will and determinism.) • Give reasoned judgements using evidence and considering different perspectives. (e.g. comparing religious and Humanist approaches to morality or considering strengths and weaknesses of different ideas about truth.)
Developing	• Explain key beliefs, teachings, concepts and theories clearly using accurate RP&E vocabulary. *(e.g. Plato's Cave, Descartes' method of doubt, absolute and relative morality, Sikh virtues).* • Explain the main ideas of important thinkers, teachings and worldviews studied in the unit. • Explain how beliefs and teachings influence behaviour and decision-making. *(e.g. how the Golden Rule encourages kindness, how the Qur'an guides moral choices).* • Explain similarities and differences between religious and non-religious approaches to truth and morality.	• Describe beliefs, teachings and practices clearly using appropriate vocabulary and examples. (e.g. describing Plato's theory of reality, Descartes' search for certainty, absolute and relative morality). • Use evidence to support a simple explanation. (e.g. using a Qur'an teaching to explain Muslim views on morality or using Plato's Cave to explain why appearances can be misleading). • Apply a teaching to a situation with some explanation relating to behaviour or ethical and philosophical issues. (e.g. applying Sikh virtues or Humanist values to a moral dilemma). • Explain how beliefs influence actions and behaviour using examples. (e.g. explaining how Muslims promote good in society through Qur'anic teachings or how moral principles guide choices.)

		• Give developed reasons for an opinion. (e.g. giving reasons for agreeing or disagreeing with Plato's ideas or supporting absolute or relative morality.)
Emerging	• Describe key beliefs, teachings, concepts and theories using some appropriate RP&E vocabulary. *(e.g. truth, illusion, Plato's Cave, absolutism, relativism, empathy, Golden Rule).* • Describe important people, teachings and worldviews studied in the unit. *(e.g. Plato, Descartes, Humanists, Muslims, Christians, Sikhs).* • Describe how religious and non-religious people approach questions about truth and morality. *(e.g. Humanists using reason and empathy; Muslims following the Qur'an; Christians following Jesus' teachings).* • Describe examples of how beliefs and ideas are expressed in practice. *(e.g. promoting good in society, showing compassion, following moral teachings).*	• Identify key beliefs, teachings and practices using some accurate RP&E vocabulary. (e.g. identifying Plato's Cave, the Golden Rule, Humanist values, Sikh virtues). • Identify evidence from sources, teachings or examples. (e.g. a Qur'an quotation, the Golden Rule, Plato's Cave). • Give a simple example of how a belief affects behaviour or can be applied to an ethical or philosophical issue. (e.g. using empathy to help others or applying the Golden Rule to friendship problems). • Recognise influence by describing simple ways beliefs affect behaviour or actions. (e.g. Christians following Jesus' teachings or Humanists using empathy when making decisions.) • Give a supported opinion using some evidence. (e.g. "I think science is reliable because it uses evidence.").