

Subject: RMPS
(Religious, Moral & Philosophical Studies)

Year and Term
2024-25 Autumn Term

Time of Assessment
Half Term 1

Knowledge to be Assessed:

- Students need to know what is meant by a 'big question' (an open question that has no right/wrong answer and which can be debated).
- Students have explored what atheism, agnosticism and theism entails.
- The focus of our studies has been on three big questions and the ways in which religious and non-religious people have tried to answer:
 1. Does God exist?
 2. How was the world created?
 3. Is there life after death?
- We have also explored the relationship between religion and science and whether it is possible to believe in both at the same time.



Skills to be assessed:

- **Describing** religious and non-religious beliefs and practices.
- **Explaining** reasons for different religious and non-religious beliefs and practices
- **Interpreting** the meaning and importance of religious teachings/non-religious beliefs.

Resources to help Revision:

- All students have been given a paper copy of a revision knowledge organiser that has been designed specifically for this topic/assessment by the RMPS department. An electronic copy can be found on their individual class Teams page.
- If students wish to extend their knowledge and understanding they can visit the following:
 - <https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/1>
 - <https://www.bbc.co.uk/bitesize/articles/zbgp7nb>

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Students have shown that they have shown some awareness of what a big question is or how they can be answered.	Students will have successfully identified some Big Questions they have studied/understanding of some of the key concepts.	Students will have described in detail, using key words and ideas, what exactly a 'Big Question' is and some of the ways religious and non-religious people answer them.	Students will show that they can explain reasons for the different ways in which people answer big questions, including examples from our studies.	Students will have interpreted why these big questions have played such an important role in the development of religious and non-religious belief systems.

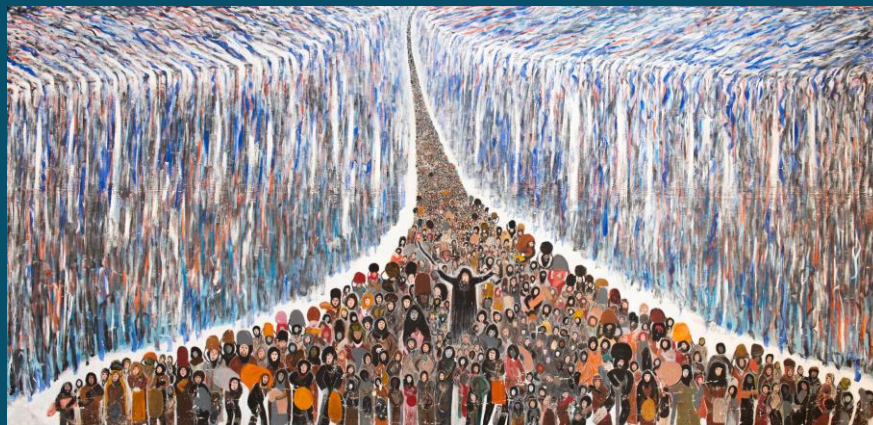
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Year and Term
2024/25 Spring Term

Time of Assessment
Half term 3

Knowledge to be Assessed:

- Students have been studying the Jewish belief in the story of the Exodus as told in the book of Exodus in the Torah.
- They have learnt in detail about the life of Moses in becoming the person to free the Israelites from slavery in Egypt and how he is believed to have done this – specifically, why the Egyptian Pharaoh enslaved the Israelites, how God spoke to Moses through a burning bush, the 10 Plagues of Egypt, all culminating in the Exodus – the Jewish people being freed from slavery in Egypt.
- Students have also explored the meaning and importance of this story by linking it to the struggles Jewish people have overcome throughout history.



Skills to be assessed:

- **Describing** religious and non-religious beliefs and practices.
- **Explaining** reasons for different religious and non-religious beliefs and practices
- **Interpreting** the meaning and importance of religious teachings/non-religious beliefs.

Resources to help Revision:

- All students have been given a paper copy of a revision knowledge organiser that has been designed specifically for this topic/assessment by the RMPS department. An electronic copy can be found on their individual class Teams page.
- If students wish to extend their knowledge and understanding they can visit the following:
- <https://www.bbc.co.uk/teach/school-radio/articles/zq4wh4j>
- https://www.youtube.com/watch?v=jH_aojN JM3E&t=41s

Grade Descriptors: How the assessment is graded?

Emerging

Students have shown that they have shown some **awareness** of the details of the story of the Exodus

Developing

Students will have successfully **identified** key pieces of information about the story of the Exodus.

Secure

Students will have **described** in detail, using key words and ideas, the key events of the Exodus, showing excellent knowledge and understanding.

Mastering

Students will show that they can **explain** reasons for key events in the Exodus. Why did God send the 10 Plagues? Why did God choose Moses? Why did the Pharaoh let them go?

Extending

Students will have **interpreted** the impact all of this has on Jewish beliefs - How did they feel when God sent the 10 Plagues? How did they feel when they were freed?

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**Year and Term
2024/25 – Summer Term**

**Time of Assessment
Half Term 5**

Knowledge to be Assessed:

- Students have been studying what a miracle is defined as.
- They have explored four of Jesus' miracles that are detailed in the New Testament including:
 1. Calming a storm
 2. Healing a paralysed man
 3. Raising a widow's son from the dead
 4. Exorcising demons
- Students have explored what Christians believe happened during these miracles, why exactly they are believed to be miracles and what they teach Christians about God and Jesus.
- We have also spent some time discussing alternative explanations for these miracles – if we were going to be sceptical, how could we explain what is supposed to have happened?



Skills to be assessed:

- **Describing** religious and non-religious beliefs and practices.
- **Explaining** reasons for different religious and non-religious beliefs and practices
- **Interpreting** the meaning and importance of religious teachings/non-religious beliefs.
- **Evaluation** of religious/non-religious beliefs.

Resources to help Revision:

- All students have been given a paper copy of a revision knowledge organiser that has been designed specifically for this topic/assessment by the RMPS department. An electronic copy can be found on their individual class Teams page.
- If students wish to extend their knowledge and understanding they can visit the following:
 - <https://www.bbc.co.uk/bitesize/articles/zdxwmbk>
 - <https://www.bbc.co.uk/bitesize/articles/zj3jtcw#zcp4qyc>

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending	Extending+
Students have shown that they have shown some awareness of Christian beliefs about the Miracles of Jesus	Students will have successfully identified some of the miracles Christians believe Jesus performed.	Students will have described in detail, using key words and ideas, one of the miracles of Jesus that they have studied in class.	Students will show that they can explain reasons why the miracle they have described is to be considered a miracle.	Students will have interpreted why believing in these miracles is such an important aspect of Christian faith.	Students will have examined and compared/evaluated whether the miracles really happened as they are detailed in the Bible.