



KS3 **Beliefs and Ethics** Year 9 Progression Grid



	Working Towards	Expected Standard	Greater Depth
	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:
A U T U M N	Give a definition of “animal rights” Name the different ways humans use animals. Describe what cosmetic testing is. Describe what medical testing is. Explain one religious view on the issue of animal testing.	Explain what is meant by the term “animal rights”. Explain the use of animals by humans and how attitudes towards their use can vary. Understand what is meant by animal testing and the law in the UK. Create a two-sided argument looking at the ethics of animal experimentation. Explain using evidence the belief of one religion on the issue of animal experimentation.	Compare and contrast your own attitudes with that of at least two religious groups using evidence from sources of authority to support your answer.

<p>S P R I N G</p>	<p>Be able to define the following terms: War, peace, conflict, pacifism, Just War, weapons of mass destruction. Understand what a weapon of mass destruction is. Explain what one religion believes about the use of weapons of mass destruction.</p>	<p>Be able to define the following terms: War, peace, conflict, pacifism, Just War, weapons of mass destruction. Explain you own beliefs of whether war is justifiable or not. Compare theories of Just War from Christianity and Sikhism. Evaluate arguments for and against the used of weapons of mass destruction referring to at least one religion.</p>	<p>Evaluate arguments for and against the used of weapons of mass destruction referring to at least two religions. Include different sources of authority to support your arguments.</p>
<p>S U M M E R</p>	<p>Describe what segregation is. Describe at least one peaceful protest organised by Martin Luther King Jr. Explain why Martin Luther King Junior believed action should be non-violent. Describe the work of Elizabeth Fry.</p>	<p>Explain what life was like in the USA during segregation. Explain at least one peaceful protest organised by Martin Luther King Jr. Use evidence from the Bible to explain why Martin Luther King Junior believed action should be non-violent. Describe the work of Elizabeth Fry. Explain what a Quaker is and how being a Quaker influenced Elizabeth Fry</p>	<p>Evaluate how important faith was in shaping the actions of Elizabeth Fry and Martin Luther King. Use evidence to support discussions.</p>