
By the end of Year 7

In an age-appropriate way through a well-made KS3 curriculum that is taught well, young people in Year 7, at the beginning of the secondary phase of education, will have encountered, studied and had the opportunity to discern value (across Year 7 and Year 8) in relation to **each of the four golden thread** concepts/words of *community, belonging, special, love* and other A, B and C concepts/words chosen by the teacher, as well as those chosen by young people themselves (pondering time).

Consequently, young people can

At Communicate	... respond creatively as well as offer explanations for their response to their own experiences of the concepts/words introduced.
At Apply	... explain examples of how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	... accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step). ... accurately explain the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the Contextualise step). ... appreciate how the concepts/words interact together to influence the way people think and speak and act in the world.
At Evaluate	... discern value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise articulating the value of their interconnections. ... discern possible value for their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).

By the end of Year 8

In an age-appropriate way through a well-made KS3 curriculum that is planned to be taught well to young people in Year 7 and Year 8, will have encountered, studied and had the opportunity to discern value in relation to **each of the four golden thread** concepts/words of *community, belonging, special, love* (across Year 7 and Year 8) and other A, B and C concepts/words chosen by the teacher, as well as those chosen by young people themselves (pondering time).

Consequently, young people can

At Communicate	... respond creatively as well as offer more detailed explanations for their own responses to their experiences of the concepts/words introduced.
At Apply	... explain examples of how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	... accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step). ... accurately explain the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the Contextualise step). ... appreciate and begin to explain how the concepts/words may interact together to influence the way people think and speak and act in the world.
At Evaluate	... discern value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise articulating the value of their interconnections. ... discern possible value for their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).

By the end of Year 9 in a three-year KS3 course (these EYEs will also apply to the first year of a three-year internally assessed KS4 course)

In an age-appropriate way through a well-made KS3 (KS4) curriculum that is taught well, young people in Year 9 will have encountered, studied and had the opportunity to discern value in relation to **at least two of** the four *golden thread* concepts/words of *community, belonging, special, love* and other A, B and C concepts/words chosen by the teacher, as well as those chosen by young people themselves (pondering time).

Consequently, young people can

At Communicate	... respond creatively as well as offer more detailed explanations for their own responses to their experiences of the concepts/words introduced.
At Apply	... explain examples of how their responses relate to events in their own and other people's lives, drawing on a greater range of sources.
At Inquire and Contextualise	... accurately give detailed explanations of meanings of concepts/ words in the traditions encountered and studied (taught at the Inquire step). ... accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the Contextualise step). ... can explain how the concepts/words interact together in different ways and for different people and give examples of how this might influence the way someone speaks, thinks and acts in the world, bringing together what is taught at both Inquire and Contextualise steps (for example how Christians might interpret <i>symbol/sacrament</i> differently and lead to different ideas about marriage).
At Evaluate	... discern value of these concepts/words in the lives and experiences of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise articulating the value of their interconnections. ... discern possible value for their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).

By the end of Year 10

In an age-appropriate way through a well-made KS4 curriculum, taught well, young people in Year 10 will have encountered, studied and had the opportunity to discern value in relation to **at least two of** the four *golden thread* concepts/words of *community, belonging, special, love* and other A, B and C concepts/words chosen by the teacher, as well as those chosen by young people themselves (pondering time).

Consequently, young people can

At Communicate	... respond creatively as well as offer more detailed explanations for their own responses to their experiences of the concepts/words introduced.
At Apply	... explain examples of how their responses relate to events in their own and other people's lives drawing on an ever-widening range of sources including material taught previously.
At Inquire and Contextualise	... accurately explain meanings of concept/word and interpret connections between these and others previously encountered and studied in the traditions encountered and studied (taught at the Inquire step). ... accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the Contextualise step). ... give increasingly complex explanations of the ways the concepts/ words encountered and studied interact together to influence the way people think and speak and act in the world.
At Evaluate	... discern value of these concepts/words in the lives and experiences of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise articulating the value of their interconnections. ... discern possible value for their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).

By the end of Year 11

In an age-appropriate way through a well-made KS4 curriculum that is planned to be taught well, young people in Year 11 will have encountered, studied and had the opportunity to discern value in relation to **at least one of** the four *golden thread* concepts/words of *community, belonging, special, love* and other A, B and C concepts/words chosen by the teacher, as well as those chosen by young people themselves (pondering time).

Consequently, young people can

At Communicate	... respond creatively as well as offer increasingly detailed explanations for their own responses to their experiences of the concepts/words introduced.
At Apply	... explain examples of how their responses relate to events in their own and other's lives including in the wider world.
At Inquire and Contextualise	... accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step). ... accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the Contextualise step). ... give more complex explanations of the ways the concepts/words encountered and studied interact together to influence the way people speak, think and act in the world.
At Evaluate	... discern value of these concepts/words in the lives and experiences of those living in the traditions encountered and studied, as well as recognise some of the issues raised, analysing, synthesising and evaluating in detail in order to articulate their value and make interconnections. Young people can use logical chains of argumentation to discuss how issues raised will affect the wider world. ... discern possible value for their own lives and communities and how this will influence how they speak, think and act in the world (not usually assessed through summative assessment).
