

Religious Education Policy: 2022-2023 update



Governing Body 24.4.2022

next review Summer 2024



PALFREY INFANT SCHOOL RELIGIOUS EDUCATION POLICY

Rationale

As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse: Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy Article 24

CURRICULUM LEAD TEACHER: E DENNIS

See also *Palfrey Infant Curriculum Design Philosophy Statement*.

INTENT OF RE AT PALFREY INFANT SCHOOL

To develop in pupils, curiosity, enjoyment, skills and a growing understanding of RE knowledge, through an approach in which pupils raise questions and investigate the world in which they live.

Our PALFREY INFANTS SCHOOL curriculum is based on the enquiry model principle. We have developed our RE curriculum using Discovery RE, (the new edition published Autumn 2013, embraces the recommendations of both the Ofsted report 'RE: realising the potential' and the RE Council publication 'A Curriculum Framework for RE in England', both published in 2013) and the 2021 Walsall RE agreed syllabus 2021-2026, building on the 2016-2021 Walsall Agreed Syllabus.

Our Aims

- To deliver the RE Programmes of Study of the National Curriculum and work within the assessment outcomes of the Walsall RE agreed syllabus 2021-2026.
- To promote the acquisition of knowledge and skills through a wide variety of teaching and learning styles.
- To promote positive attitudes to the learning of RE.
- To celebrate diversity and discover what it is to be human.
- To identify common values and beliefs, developing mutual respect.
- To develop understanding of British Values and explore life in a multicultural and multi-religious society.

Guidelines

- **Long term planning for RE** will be based on the Walsall RE agreed syllabus 2021-2026 and supported by Discovery RE Enquiry model. Identified on the Year 1 & 2 Curriculum Map. Amendments to the Long Term plan to be updated on the main overview in Curriculum Live folder on school intranet.
- **Medium term planning will take place every half term**, and will be constructed using the appropriate Walsall RE agreed syllabus 2021-2026 or Discovery RE, depending on module being covered. Medium Term Planning to be put in Curriculum Live each term & a 'hard copy' put in Curriculum overview folder.
- **Differentiation of activities** will be made in the weekly planning as appropriate to the pupils being taught, based upon their prior knowledge, understanding and skills. Planning from Walsall RE agreed

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syllabus 2021-2026 and unit plans developed by subject lead to be annotated or adapted appropriately. Adapted or annotated planning to be given to subject lead at the end of each unit for evaluation.

- Opportunities for creative responses to RE to be taken and evidenced, including cross curricular links with art, dt, speaking, literacy and drama.
- The **assessment of knowledge and skills** will be planned for as part of the teaching process. **Assessment** will take place at the end of each unit, based on Teacher Assessment. Target tracker to be updated at the end of Aut 1, Spr 1 and Sum 1. Simple assessment sheets to be completed for each class at the end of each unit.
- RE will usually be taught by the PPA lead. Arrangements for teachers to team teach, or exchange classes to provide a mutual exchange of expertise can be negotiated with the Headteacher.
 - Pupils will normally be organised into small groups and encouraged to work co-operatively for RE work. The group size will be determined by the age, task and ability of the pupils.
 - A wide range of teaching and learning styles will be used, including practical and spoken work.
 - Pupils will be taught to use a wide range of appropriate recording methods, which will include the use of ICT.
 - Displays & practical resources will be used to emphasise and raise the importance of RE in the school.
 - Equal opportunities in RE will be given to all pupils. (See equal opportunities policy).
 - Resource boxes linked to the themes of the 'RE Topics' & Artefact boxes of major religions are kept in the RE cupboard (Located in Class 6)
 - Teaching in RE should make links with the Spiritual, Moral, Social, Cultural development of our pupils and promote British Values and Rights Respecting Schools.

Spiritual, Moral, Social and Cultural Opportunities at Palfrey Infants

Spiritual Development: Children will have opportunities to:-

Explore beliefs and experience; respect faiths, explore feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral Development: Children will have opportunities to:-

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social Development: Children will have opportunities to:-

Investigate and explore moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflicts; engage with the fundamental values of British democracy.

Cultural Development: Children will have opportunities to :-

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

The role of the RE Subject Leader is to:

- Be responsible for the development of RE in school.
- Monitor the effectiveness of RE in school.
- Develop, action and monitor an action plan for RE development
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information to staff, Governors and parents.
- Provide or organise staff training (CPD).
- Be responsible for providing appropriate RE resources
- Liaise with the Palfrey Junior School regarding continuity.

Relevant documents

Walsall RE agreed syllabus 2021-2026
EYFS curriculum document

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KS1 RE in National Curriculum
Assessment Policy & Procedures
Inclusion/ SEN Policy
Subject skills overview

Withdrawal from Religious Education

A parent of a pupil may request

- that the pupil may be wholly or partly excused from receiving religious education given in accordance with the school's basic curriculum.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

Palfrey Governing Body believes participation in Religious Education is a vital element in preparing our pupils for a life in a multi faith 21st century Britain. The Governing Body believe all pupils should study RE and if parents are requesting 'withdrawal from RE' parents should request this via the Governing Body and then a meeting with parents and members of the Governing Body would be arranged to discuss the request. (GB 23.9.14)

The Walsall Agreed syllabus notes that

'This syllabus makes space for all pupils to explore their own beliefs, values and traditions, and those of others in engaged and engaging ways. RE taught using the new RE Agreed Syllabus aims to support children to develop positive attitudes of respect towards people from all religions and worldviews... RE is not coercive: none of the aims of RE encourage pupils to adopt or reject particular religious beliefs and practices. Instead, RE encourages all learners to be thoughtful about their own beliefs and worldviews in the light of the religions and beliefs they study.' – 2016-2021

'Religious Education in Walsall Schools contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. RE enables pupils to enter into rich discourse about religions and worldviews, about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and other's lives. They think rigorously, creatively, imaginatively, and respectfully about their ideas in relation to religions and worldviews. They have opportunities to develop and articulate their own worldviews. They are prepared to 'take their place within a diverse multi-religious and multi-secular society' (OFSTED RE research review 2021) – 2021-2026

The **minimum** hours devoted to religious education are:

- **Foundation Stage 2** - 36 hours per year (for example, 50 minutes per week)
- **Key Stage 1** - 36 hours per year (for example, 50 minutes per week)

Note

- RE is a core subject; it is not subject to the flexibility of the foundation subjects.
- Curriculum time for RE is distinct from the time schools spend on collective worship or assembly.
- There is a common frontier between RE and such subjects as literacy, citizenship and PSHE.
- The times given above are explicitly for the clearly identifiable teaching of religious education.
- Flexible delivery of RE curriculum time through RE study days or weekly themes is possible.

IMPLEMENTATION OF RE AT PALFREY INFANT SCHOOL

Children will:

Foundation Stage – Develop a growing sense of their awareness of self, their own community and their place within this. Children will also encounter Christian and other faith stories and festivals in a simple way.

Key Stage 1 – Learn about Christianity plus at least two other major world faiths (Islam and Sikhi). When comparing and contrasting religious views, children are to be taught that having no religion or faith is an equally respected alternative to having a religion and that people who have no religion still enjoy ceremonies such as weddings or new baby ceremonies. This links to the school becoming a UNICEF Rights Respecting School in 2018:

Article 14 (freedom of thought, belief and religion):

Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up

(Please note: the practice of no religion both as an individual and as an associative group (e.g. Humanism) and the belief that there is no God is considered an equal viewpoint to religious belief).

RE in Reception

Pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship either in person or through the use of ICT. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including all those in the reception year. Four areas of the Early Learning Goals are pertinent to RE:

- **Personal, Social and Emotional Development**
- **Communication and language**
- **Understanding the World**
- **Expressive Arts and Design**

For RE learning in Nursery, see appendix 1.

For curriculum overview of RE in Reception, see **appendix 2**.

RE in Key Stage 1

Pupils learn about different beliefs, about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. For curriculum overview of Y1 and Y2 see **appendix 3**. For skills overview see **appendix 4**.

Learning about religion

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses

- identify and suggest meanings for religious symbols and begin to use a range of religious work

Learning from religion

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas

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- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community

Key Stage 1 Themes

- **believing** - what people believe about God, humanity and the natural world
- **story** - how and why some stories are sacred and important in religion
- **celebrations** - how and why celebrations are important in religion
- **symbols** - how and why symbols express religious meaning
- **leaders and teachers** - figures who have an influence on others in religion
- **belonging** - where and how people belong and why belonging is important
- **myself** - who I am and my uniqueness as a person in a family and community

Key Stage 1 Experiences and Opportunities

- **visiting places of worship** and focusing on symbols and feelings
- **listening and responding to visitors** from local faith communities
- **using their senses** and having times of quiet reflection
- **using art and design, music, dance and drama** to develop their creative talents and imagination
- **sharing their own beliefs** - ideas and values and talking about their feelings and experiences
- **beginning to use ICT to explore** - religions and beliefs as practiced in the local and wider community, for example through a 'virtual tour' of the sacred places of religions studied

INCLUSION

Where possible, children who have been identified as SEND should be involved in the RE lesson with the whole class with support of additional adults and adapted planning. Where this is not yet possible for the child, with the support of 1-1 staff, children can continue previous RE learning (from the foundation stage for example), until secure in knowledge and understanding.

IMPACT OF RE AT PALFREY INFANT SCHOOL

The Walsall Agreed syllabus identifies three areas of attainment:

- **A: Know and understand religions and world views**
- **B: Express ideas and insights into religious and world views**
- **C: Gain and deploy the skills for learning from religious and world views**

At Palfrey Infant School, RE is assessed formatively through conversations with students, evidence in big books, individual work and teacher assessment. RE is assessed summatively at the end of each unit via simple assessment sheets (implemented 2022) and yearly via the school target tracker (currently insight). Simple assessment sheets allow students to be identified early who may need additional support in order to have a secure knowledge of particular topics or areas of learning before moving on or prior to the continuation of an area of learning e.g. Children should be secure on the basics of Christianity and Jesus's birth in Y1 Aut2 before moving on to learning about Palm Sunday and Easter in Y1 Spr2.

Appendix 1

RE in the Nursery, Foundation stage 1

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children and providing lots of hands-on activities and learning opportunities are an important part of pupils' learning at this stage.

Some ideas for religious education in the nursery can include:

- creative play, make-believe, role-play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other and hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts, feelings and imagination
- exploring authentic religious artefacts, including those designed for small children such as soft toys or story books
- seeing pictures, books and video of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious terminology
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave

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Appendix 2 **RE in the Reception Class, Foundation Stage 2**

Term	Unit Title	Linked stories	How is it taught?	Continuous Provision
Autumn 1	What stories are special and why? Reception Topic: Who are you? Where do animals go in the winter?	Noah's Ark Good Samaritan David and Goliath Rama and Sita	Creative RE story sessions in Circle time: Bible Stories, Diwali story, using creative responses e.g. drama, junk modelling, singing, art	Leaving resources out from taught sessions for children to use independently. Focus on retelling special stories through play.
Autumn 2	What times are special and why? Reception Topic: How do people celebrate? What is happening to the weather?	Christmas Story Hanukah Non-fiction book Diwali story	Celebrations: Hanukah and Christmas, Diwali and Bonfire night. Circle time: discussing significant events from children's own experiences e.g. birthdays, religious celebrations, weddings etc. Discussing why Christmas is a special time for Christians. Marking the 12 days of Hanukah. Nativity Play.	Making own Chanukahs, Christmas themed activities. Decorating classroom/Christmas tree in role play area. Making party hats etc.
Spring 1	Which People are special and why? Reception Topic: What do you want to be when you grow up?	Jesus and Zacchaeus Feeding the 5000 Moses Stories about Prophet Muhammad	Link learning to Mother's day – who at home is special to them and why? PSED: Good friendships. Tell stories from bible about how to be a good friend. Discuss how they can care for each other. Caring for others: Discussing caring jobs e.g. Doctor, teacher, vet etc. Include religious jobs e.g. Imam or Priest	Linked to professions – role play, constructing emergency vehicles etc. Link to next RE topic – special places. Where do people work? Can they be reconstructed in small world role play?
Spring 2	What places are special and why? Reception Topic: Who will live happily ever after?	Easter Story Holy places books/powerpoints/videos	Link to learning about fairy tales – what places are special in the stories. What places are special to the children? What places are special to the teachers and why? Church visit/visitor? Exploring what a church looks like/what a mosque looks like. Discuss the church near the park.	Building special places out of small world /construction. Creating calm places inside/outside e.g. dens.
Summer 1	Where do we belong? Reception Topic: What came out of the egg?	Non-fiction books on baptism Rakshan Bandhan book/powerpoint	Finding the eggs outside and discussing caring for the eggs during circle time. Link to caring for others/how do we know we are cared for? How can we make the dinosaur feel welcome in our group? How are we welcomed into a group? Link to baptism – how babies are welcomed into the world. Rakshan Bandhan – brothers and sisters caring for each other.	Creating nests for the dinosaur Life cycle activities including human life cycle. New baby role play Making Rakshan Bandhan bracelets.
Summer 2	What is special about our world and why? Reception Topic: What can we find in the garden?	Creation story – From the children's bible. Muhammad and the Ant/Muhammad and the camel (Islam)	Exploring the garden – minibeasts, plants etc. Planting seeds inside and outside. Link to previous learning on life cycles. Visit to the farm – discussing how to look after animals. Recycling – "discovering" a mess in the community garden and tidying it/sorting/recycling.	Painting minibeasts, drawing flowers etc. Exploring natural objects e.g. plants, shells etc independently. Using recycled materials to mke models.

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Appendix 3

YEAR 1 CURRICULUM OVERVIEW			
	Questions for teaching:		
	A: Know and understand religions and world views	B: Express ideas and insights into religious and world views	C: Gain and deploy the skills for learning from religious and world views
AUTUMN 1 Theme: Creation Story/Harvest Key Question: How do we say thank you for the Earth? Religion : Christianity/other	Hear and understand a range of creation stories.	A Creation story: Compare Islam / Christian Creation stories.	How should we care for the world? Should we pick up litter? How do you think the world got here?
AUTUMN 2 Theme: Christmas Story Key Question: How do we celebrate birthdays/births? How do Christians celebrate the birth of Jesus? Religion : Christianity	Why was Jesus so special to Christians? Who bought gifts and what were the gifts? Why do Christian people give gifts at Christmas?	What gift should we give? How does it feel to give/ receive?	When do we get special gifts?
SPRING 1 Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion : Christianity	Who were Jesus's friends?	How did Jesus show friendship? (Jesus and Zacchaeus , Martha, Mary & Lazarus, Stilling the storm.)	What makes a good friend? How can I be a good friend?
SPRING 2 Theme: Easter: Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion Christianity	What happened on Palm Sunday? Why was he welcomed? Symbols at Easter.	Was everyone happy to see Jesus? Why do you think that?	How do we celebrate Easter? How do people in my country celebrate Easter?
SUMMER 1 Theme: Celebrations Key Question: How do we celebrate weddings? Religion: Mixed	What happens in a wedding? What happens in a baptism?	What are my favourite celebrations? Why do people celebrate special occasions?	What celebrations have I been to? What do my family celebrate?
SUMMER 2 Theme: Sikhism Key Question: What is Sikhism? Religion: Sikhism	What is Sikhism? Where do Sikhs worship? What religious artefacts do Sikhs have?	Compare Sikhism with Christianity/home religion.	How can I find out more about Sikhism? Finding out about Sikhs in the local community.

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YEAR 2 CURRICULUM OVERVIEW			
	Questions for teaching:		
	A: Know and understand religions and world views	B: Express ideas and insights into religious and world views	C: Gain and deploy the skills for learning from religious and world views
<p>AUTUMN 1 Theme: Festivals</p> <p>Key Question: Who celebrates what and why?</p> <p>Religion: multi</p>	<p>What celebrations do different faiths celebrate? Naming and recognising different faith celebrations.</p>	<p>Why do Hindus/Sikhs celebrate Diwali? Why do Christians celebrate harvest? Why do Muslims celebrate Eid?</p>	<p>What do you celebrate at home? How do you celebrate it? Why do you celebrate it?</p>
<p>AUTUMN 2 Theme: Christmas</p> <p>Key Question: Why did God give Jesus to the world?</p> <p>Religion: Christianity</p>	<p>What do Christians believe happened at Christmas? Read and understand the Christmas story.</p>	<p>Why do Christian people think Jesus came to the world? Do we have special prophets in our faiths?</p>	<p>What makes us 'good humans'? Is God important to everyone? What special gifts can we give to others? (e.g. kindness)</p>
<p>SPRING 1 Theme: Prayer</p> <p>Key Question: Does praying at regular intervals everyday help a Muslim in his / her everyday life?</p> <p>Religion: Islam</p>	<p>What prayers do Muslims say? How often do they pray? When/how do they pray?</p>	<p>AT1 B/ F : Why do people pray? Why do Muslims pray 5 times? Why do Muslims use a prayer mat and a compass?</p>	<p>Where do we go to do special thinking?</p>
<p>SPRING 2 Theme: Easter</p> <p>Key Question: What does Easter mean to Christians?</p> <p>Religion: Christianity</p>	<p>Who was Jesus? What happened to Jesus?</p>	<p>What do Christian people believe happened and why? What do I think?</p>	<p>Are religious symbols better than words at expressing religious beliefs?</p>
<p>SUMMER 1 Theme: Mosque</p> <p>Key question: Does going to the Mosque give a sense of belonging?</p> <p>Religion: Islam</p>	<p>Why is a Mosque important to Muslims? What other religious buildings do other faiths visit? What happens at a Mosque?</p>	<p>What is a community? Does it feel special to belong?</p>	<p>Who do I believe I am? (Identity, diversity, belonging)</p>
<p>SUMMER 2 Theme: Big questions</p> <p>Key question: What are the questions that puzzle us?</p> <p>Religion: Multi</p>	<p>Recap all prior RE learning at Palfrey Infants.</p>	<p>How can you demonstrate your questions and ideas creatively?</p>	<p>How can you investigate this further? What else do you want to know?</p>

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Appendix 4: Key skills in RE

RE Year 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Investigate – this includes the ability to: <ul style="list-style-type: none"> • gather information from a variety of sources • ask relevant questions • know what may be appropriate information 						
Interpret – this includes the ability to: <ul style="list-style-type: none"> • draw meaning from artefacts, symbols, stories, works of art and poetry • interpret religious language • suggest meanings of religious texts 						
Reflect – this includes the ability to: <ul style="list-style-type: none"> • ponder on feelings, relationships, experience ultimate questions, beliefs and practices • think and speak carefully about religious and spiritual topics 						
Empathise – this includes the ability to: <ul style="list-style-type: none"> • consider the thoughts, feelings, experiences, beliefs and values of others • see the world through someone else's eyes • develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy 						
Analyse – this includes the ability to: <ul style="list-style-type: none"> • draw out essential ideas, distinguish between opinion, belief and fact • distinguish between key features of different faiths • recognise similarities and differences 						
Synthesise – this includes the ability to: <ul style="list-style-type: none"> • link significant feature/s of religion together in a coherent pattern • make links between religion and human experience 						
Express – this includes the ability to: <ul style="list-style-type: none"> • explain concepts, rituals and practices • identify and express matters of deep concern by a variety of means, not only through words • respond to religious issues through a variety of media 						
Apply – this includes the ability to: <ul style="list-style-type: none"> • apply what has been learnt from a religion to a new situation 						
Evaluate – this includes the ability to: <ul style="list-style-type: none"> • draw conclusions by reference to different views and using reason to support own ideas • debate issues of religious significance with reference to experience, evidence and argument. 						

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RE Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Investigate – this includes the ability to: <ul style="list-style-type: none"> • gather information from a variety of sources • ask relevant questions • know what may be appropriate information 						
Interpret – this includes the ability to: <ul style="list-style-type: none"> • draw meaning from artefacts, symbols, stories, works of art and poetry • interpret religious language • suggest meanings of religious texts 						
Reflect – this includes the ability to: <ul style="list-style-type: none"> • ponder on feelings, relationships, experience ultimate questions, beliefs and practices • think and speak carefully about religious and spiritual topics 						
Empathise – this includes the ability to: <ul style="list-style-type: none"> • consider the thoughts, feelings, experiences, beliefs and values of others • see the world through someone else’s eyes • develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy 						
Analyse – this includes the ability to: <ul style="list-style-type: none"> • draw out essential ideas, distinguish between opinion, belief and fact • distinguish between key features of different faiths • recognise similarities and differences 						
Synthesise – this includes the ability to: <ul style="list-style-type: none"> • link significant feature/s of religion together in a coherent pattern • make links between religion and human experience 						
Express – this includes the ability to: <ul style="list-style-type: none"> • explain concepts, rituals and practices • identify and express matters of deep concern by a variety of means, not only through words • respond to religious issues through a variety of media 						
Apply – this includes the ability to: <ul style="list-style-type: none"> • apply what has been learnt from a religion to a new situation 						
Evaluate – this includes the ability to: <ul style="list-style-type: none"> • draw conclusions by reference to different views and using reason to support own ideas • debate issues of religious significance with reference to experience, evidence and argument. 						