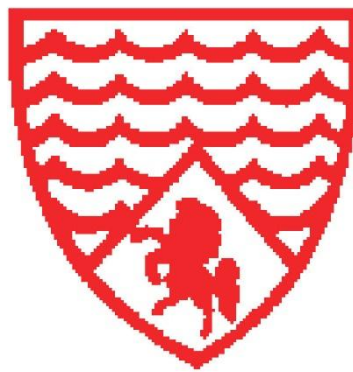


Walderslade Primary School

Religious Education Policy



Reviewed 2 Yearly

Date: November 2022

Governor Signature: 

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1. Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.’

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

Our school uses the Medway SACRE agreed syllabus for Religious Education, “Reflecting on Religion 2019”, as the basis for its curriculum planning. We follow a key questions investigative approach, taught through the Discovery RE scheme of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

2. Aims

The aims of our RE curriculum, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above.

By following Discovery RE at Walderslade Primary School, we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children’s own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.

- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

3. Curriculum

Discovery RE Content

Discovery RE covers all areas of RE for the primary phase; Christianity plus one other religion is taught in each year group. The Curriculum Map at the end of this policy shows what is taught at Walderslade Primary School.

Foundation Stage 1/2:

Discovery Enquiry	Religions studied:
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
What makes people special?	Christianity, Islam, Judaism.

Year 1:

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

Year 2: JUDAISM UNITS CHOSEN

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
How special is the relationship Jews have with God?	Judaism
What is the best way for a Jew to show commitment to God?	Judaism

Year 3: HINDUISM UNITS CHOSEN

Discovery Enquiry	Religions Studied
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is “good” about Good Friday?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism

Year 4: BUDDHISM UNITS CHOSEN

Discovery Enquiry	Religions studied
Is it possible for everyone to be happy?	Buddhism
What is the most significant part of the nativity story for Christians today?	Christianity
Can the Buddha’s teachings make the world a better place?	Buddhism
Is forgiveness always possible for Christians?	Christianity
What is the best way for a Buddhist to lead a good life?	Buddhism
Do people need to go to church to show they are Christians?	Christianity

Year 5: SIKHISM UNITS CHOSEN

Discovery Enquiry	Religions studied
How far would a Sikh go for his/her religion?	Sikhism
Is the Christmas story true?	Christianity
Are Sikh stories important today?	Sikhism
How significant is it for Christians to believe God intended Jesus to die?	Christianity
What is the best way for a Sikh to show commitment to God?	Sikhism
What is the best way for a Christian to show commitment to God?	Christianity

Year 6: ISLAMIC UNITS CHOSEN

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam
How significant is it that Mary is Jesus’ mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam

How is RE organised in this school?

Discovery RE brings together learning about and from religion, questioning and spiritual development, in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have the opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Teachers have the choice to teach RE either through weekly discrete lessons or as a block at some point in the term. RE lessons have an hour allocated to them.

Differentiation/SEN

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

4. Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 3) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

5. External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

6. The Learning Environment

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers employ a form of 'distancing,' whereby they do not discuss their own beliefs, so as not to influence or restrict the children's own expression. Instead, speakers and trips are organised so that children can 'experience' a belief or experience first-hand.

7. Equal opportunities and Inclusion

Religious Education focuses on promoting respect for all. We ensure that there is an understanding and co-operation through dialogue between people of different faiths and beliefs. We recognise that there are children of widely different abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

The complete scheme of work will be offered to all pupils at the school unless parents express a wish to have their child withdrawn from Religious Education. This right will be indicated in the school prospectus. We strongly encourage parents to contact the Head Teacher / RE Co-ordinator if they have concerns and anxieties about the policy, provision and practice of Religious Education at Walderslade Primary School. As a school, it is our duty to inform our local SACRE regarding numbers of children being withdrawn.

7. Assemblies

Each term the RE subject leader plans and timetables the assemblies. These assemblies are planned around different themes, national holidays and festival days within the 6 main religions. On a Friday, an assembly celebrates the children's achievements over the week in 'Celebration Assembly.' On a Thursday the children have a chance to reflect on their week, in 'Reflection Assembly,' whilst also learning about things in the news, which fits in with our PSHE learning.

There is a wide range of materials suitable for assemblies in the library and resources room. A collection of multicultural religious artefacts and posters are kept in the PPA room. Teachers can also work with the subject coordinator to develop an assembly. There is also a weekly resource called 'Picture News' that is emailed to all teachers, that has a reflective focus to aid planning for 'Reflection Assembly.'

There is a legal requirement for each child to be involved with collective worship each day. Our school assemblies are predominately Christian but not non-denominational. The pattern for the daily assemblies are as follows:

- | | |
|-------------|---|
| • Monday | Whole school assembly in the hall |
| • Tuesday | In class reflective focus |
| • Wednesday | In class reflective focus |
| • Thursday | Whole school 'Reflection Assembly' in the hall |
| • Friday | Whole school 'Celebration Assembly' in the hall |

8. Training

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

The subject lead, Carolyn Burch, also runs an RE hub, delivering CPD, so feeds any developments to staff within the subject meeting timetable.

9. Monitoring arrangements

The delivery of RE is monitored by Carolyn Burch through:

- Learning walks
- Planning support
- Scrutiny of work carried out
- Monitoring of pupil voice

Pupils' development in RE is monitored by class teachers as part of our internal assessment systems.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FOUNDATION STAGE	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
1	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
	There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?					
2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism

			Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam		Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
3	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism *Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism *Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism *Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism
Optional Islam enquiries: There are 3 Islam enquiries for Years 3/4 available on the Discovery RE Community Area (Resources Tab): How special is Allah to Muslims? How important is the Prophet Muhammad to Muslims? How does the Qur'an influence Muslims today?						
4	Theme: Beliefs and Practices Key Question:	Theme: Christmas Concept: Incarnation Key Question:	Theme: Passover Key Question:	Theme: Easter Concept: Salvation Key Question:	Theme: Rites of Passage and good works Key Question:	Theme: Prayer and Worship Key Question:

	How special is the relationship Jews have with God? Religion: Judaism	What is the most significant part of the nativity story for Christians today? Religion: Christianity	How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Is forgiveness always possible for Christians? Religion: Christianity	What is the best way for a Jew to show commitment to God? Religion: Judaism	Do people need to go to church to show they are Christians? Religion: Christianity
	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism		Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism		Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism	
	There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?					
5	*Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
	*Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism		*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism		*Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	
	There is an additional optional Christianity enquiry at the end of the Year 5 section: Does belief in the Trinity help Christians make better sense of God as a whole?					

6	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus’ mother? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i>
	There is an additional optional Christianity enquiry at the end of the Year 6 section: How did Jesus create a ‘New Covenant’ and what does that mean to Christians today?					

Appendix 2

Skills and attitudes to be developed

Progress in RE involves not only the acquisition and development of knowledge and understanding but also the development of a range of skills and the strengthening of certain attitudes. The following list, in alphabetical order, is of those skills and attitudes which it is widely agreed should be developed and promoted in RE. Planning for pupils to make progress in RE will require identifying the skills to be developed and the attitudes to be promoted. (Some of the bullet points listed below could be placed under different headings.)

Analysing:
• learning to distinguish between opinion, belief and fact
Applying:
• appreciating the way that what they learn in RE may confirm or challenge their own beliefs values and lifestyle
Critical mindedness:
• willingness to examine ideas, questions and issues about religious, moral and spiritual questions • learning to distinguish between opinions, viewpoints and beliefs • learning which matters or ideas are considered to be superstition or prejudice • being prepared to reconsider their own existing views critically
Curiosity and wonder:
• developing a sense of curiosity • developing a sense of wonder at the world in which they live
Discerning:
• acquiring ever deeper insights into matters of beliefs, values and lifestyles • learning to make thoughtful judgements about the value of religious beliefs and practices • learning to discern the strengths and any flaws in the reasons given for a belief, value or action
Empathising:
• learning to '<i>stand in someone else's shoes and knowing when they pinch</i>' • learning to see the world through the eyes of others and issues from their point of view • learning to sense the thoughts, feelings, experiences, attitudes, beliefs and values of others
Enquiring:
• a desire to seek after the truth • acquiring interest in ultimate or fundamental questions and the varied responses to them • learning to live with mystery
Evaluating:
• learning to weigh up evidence and argument • drawing conclusions which are balanced and related to evidence and argument
Expressing:
• learning to articulate in words and writing their own beliefs, values and views • learning to express accurately in words and writing the beliefs, values and views of others

Fairness: • learning to listen to the views of others and giving them careful consideration • a willingness to learn from others, even when others' views are different from their own
Interpreting: • learning to draw meaning from, for example, artefacts, works of art, poetry and symbols and religious and spiritual texts
Investigating: • learning how to use different types of sources to gather information
Open mindedness: • willingness to seek new or different truths through learning • willingness to engage in discussion/argument yet to disagree reasonably and respectfully about religious, moral and spiritual questions
Reflecting: • reflecting on religious beliefs and practices, ultimate questions and responses to them as well as feelings, relationships, and experiences
Respecting: • being sensitive to the feelings and ideas of others and the possible impact of ideas and behaviour on others • recognising the rights of others to hold their own views • openness to points of view different from one's own • discerning between what is worthy of respect and what is not
Self-understanding and self-awareness: • feeling confident about their own beliefs and identity • developing a realistic and positive sense of their own religious, moral and spiritual ideas
Synthesising: • linking significant features of religion together in a coherent pattern • making links between religion and human experience, including the pupil's own experience.

Appendix 4

What does it mean to progress in RE?

Effective teaching and learning in RE means building on secure previous learning and ensuring it is progressively more demanding and leads to a higher and more sophisticated level of knowledge, understanding and/or skill. The following suggestions give an indication of what it can mean to make progress in RE. Progression in RE involves **moving from** a specific area of knowledge and understanding and/or skill or attitude to a higher level. The chart below identifies a range of such areas of ability and then suggests a possible next step to a higher level.

<i>Ability</i>	<i>Progression or next step</i>
the ability to recall some details in a religious story e.g. the birth narratives about Jesus of Nazareth to....	being able to explain what a story means to a person in the religious community where the story has its home, e.g. how Christians understand the meaning of the birth of Jesus
knowing about observable religious practices in the home , e.g. prayer at mealtimes or at bedtime to...	knowing about religious practices in the local community , e.g. activities in a place of worship each week
knowing about religious practices in the local community , to....	those in the wider community e.g. going on a pilgrimage further away or making a visit to a site of special importance
knowing about visible religious practices undertaken at home or at a place of worship e.g. prayers or singing to.....	knowing about the beliefs which underpin the practices , e.g. about the nature of prayer or the ideas to be found in prayers or worship songs
knowing about the beliefs held by members or a specific religion or tradition to...	the influence of those beliefs on personal life and behaviour e.g. the decision when to pray on particular days or to give money to charities
understanding the influence of beliefs on personal life and behaviour e.g. to keep Sunday as a special day by not shopping, to...	the influence of beliefs on wider moral and social issues , e.g. a decision to sign a petition about shop opening hours on a Sunday
identifying similar practices across some religions, e.g. that they have a holy book, to...	identifying different practices across some religions, e.g. they have different holy books and different objects in their public place of worship
identifying similar beliefs across some religions, e.g.	identifying different beliefs between religions , e.g.

ideas about God or creation to...	different ideas about the nature and activity of God or about life after death
identifying what is shared or similar across some religions e.g. certain similar beliefs and practices to....	identifying what are the distinctive features in each religion
identifying similarities between groups or traditions within one religion to....	• appreciating diversity within one religion • identifying differences between groups or traditions within one religion • identifying what is distinctive in each group or tradition. (This will involve a focus initially on (a) similar practices and then different practices and then (b) on similar beliefs and then different beliefs)
learning about the beliefs and practices of a group or groups/traditions within one religion e.g. Baptists and Roman Catholics in Christianity, to....	learning about the beliefs and practices of a number of groups/traditions in a number of religions e.g. <i>Sunni</i> and <i>Shia</i> in Islam, Orthodox and Reform in Judaism, Orthodox and Protestant in Christianity
willingness of pupils' to express their own views to....	the ability to give good reasons for those views
the expression of pupils' own views with reasons to	an understanding of the views of others and the reasons given for those views
the expression of pupils' own views and the views of others and the reasoning involved to...	the ability to offer an evaluation of both sets of views along with the reasons for their own
the accurate use of common (non-religious) language in talking or writing about religion and belief, e.g. the words festival or special, to...	the accurate use of general religious language , e.g. the terms sacred or holy
the accurate use of common and general religious language to...	the accurate use of the distinctive religious language of specific religions , e.g. Trinity in Christianity, Torah in Judaism or <i>Umma</i> in Islam
knowing simpler ideas about right and wrong related to moral issues e.g. that it is almost universally believed that it is wrong to steal, to...	an appreciation of the complexities of some moral issues , e.g. making a decision about whether a person should have an abortion, or undergo a divorce
having an appreciation and understanding of the complexities of some moral issues, e.g. whether a nation should go to war, to...	an understanding of different religious and non-religious responses to more complex moral issues, e.g. the reasoning involved in deciding in what circumstances it may or may not be right or wise to go to war

