



# St Luke's School Curriculum Progression Document

RE



	Page
RE Curriculum Intent	3
RE in the Early Years Foundation Stage	5
RE and the Jersey Curriculum	10
Whole School RE Programme of Study	15
Implementation: Approaches to Teaching and Learning in RE, Teaching, Recording, Feedback, Assessment and Reporting	16
Oracy in RE – Speak like a Theologist	20



## RE Curriculum Intent



#### Curriculum Intent:

##### School Curriculum Intent:

As a values-led school, our curriculum is underpinned by Care, Challenge & Achieve. It is through these values that we develop the whole child. It is our intent that children leave St Luke's ready to move forward in their learning, kind, resilient, filled with a confidence to live well in society and prepared to deal effectively with the challenges that the modern world presents as well equipped digital and global citizens.

##### Subject Intent:

At St. Lukes School, we believe that teaching and learning in RE should stimulate curiosity and encourage a love of thinking and learning; about themselves, other people, and the beliefs that people hold and the influence this has on them. We aim for children to develop a wider understanding of the world around them and respect the beliefs and values of others. As well as offering opportunities for personal reflection and spiritual development, we encourage children to develop their sense of identity and belonging as a citizen within their personal communities and more largely in a diverse national and global society.

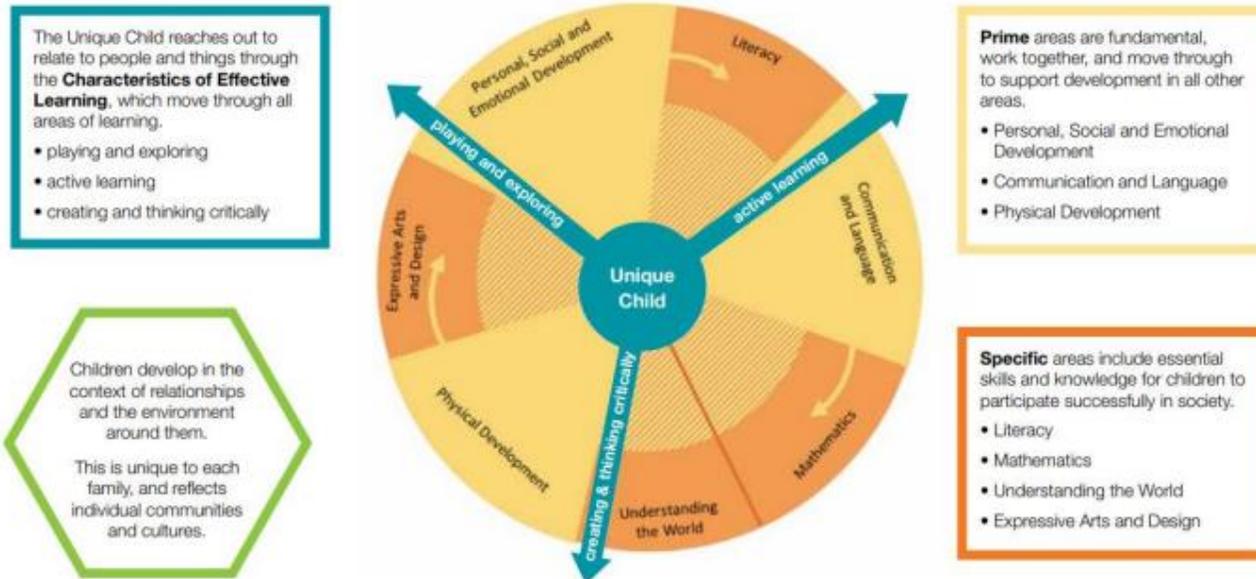
#### Essential Characteristics in RE:

- A level of religious understanding and knowledge.
- An engagement with a range of questions about the meaning and significance of existence.
- The ability to ask significant and reflective questions about religion and demonstrate an understanding of issues related to the nature, truth and value of religion.
- An understanding of how the beliefs, values, practices and ways of life within any religion come together.
- The ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- The ability to link the study of religion and belief to personal reflections
- A wide knowledge and understanding across a wide range of religions and beliefs.



## RE in the Early Years Foundation Stage

Developing early RE skills



Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

During the Foundation Stage, children begin to explore the world of religion in terms of special people, books, times, places, objects and visiting places of worship. Children listen to, and talk about, stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

It is important for young children to approach early experiences related to religious education with open attitudes and interest and to feel free to talk about the place of religious experience in their own lives. In order that this can happen at St Luke's we foster an environment where children can appreciate that everyone is of equal importance, where diversity is celebrated and where children can develop an understanding that the needs of everyone should be treated fairly and equally. Within our EYFS learning environment, cultural and religious diversity is regarded as positive and children can feel that they are able to express their viewpoints and beliefs in safety.

In line with the principles of the EYFS, we ensure that all planning and provision begins with the child and their personal/real experiences, in order that all activities and learning opportunities are relevant.

## COMMUNICATION AND LANGUAGE

**Listening, Attention and Understanding ELG** – Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read
- to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

e.g. Share a religious story, saying which religion and book it has come from, ask 'I wonder...' questions. Encourage children to talk about what they have heard, to ask questions and to identify why it might be a story from a religion. Listen and comment on the views and traditions expressed by others.

**Speaking ELG** – Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

e.g. Explore questions about clothes, artefacts and actions linked to different religions. Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

**Self-Regulation ELG** – Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

**Managing Self ELG** – Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly

**Building Relationships ELG** – Children at the expected level of development will:

- Show sensitivity to their own and to others' needs.

e.g. Understand and be sensitive to differences in diet, style of dress, festivals celebrated.

## LITERACY

**Comprehension ELG** – Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.

e.g. Learn about different festivals and the stories behind them: Diwali and the Hindu story of Rama and Sita, Christmas and the Nativity could be an opportunity for roleplay and to talk in simple terms about the meaning of incarnation.

## UNDERSTANDING THE WORLD

**Past and Present ELG** – Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

e.g. Talk about the work of people from faith communities, such as the vicar, imam, rabbi or priest. Look at similarities and differences in modern places of worship and more ancient religious buildings. Listen to stories from sacred texts and special books and hear how old stories were/are told and shared.

**People, Culture and Communities ELG** – Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

e.g. Recognise different buildings and places connected with religion in the local community, such as memorials and charity clothing bank, make visits (real or virtual) to different places of worship. Invite people from different cultures and faiths for the children to question. Find out how religious festivals are celebrated in Jersey and across the world.

## EXPRESSIVE ARTS AND DESIGN

**Creating with Materials ELG** – Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

e.g. Make rangoli patterns with chalk, rice, pasta, pattern blocks. Make a simple Easter Garden. Provide clothes and materials from different cultures, with sensitivity to religious symbols which are sacred to believers.

**Being Imaginative and Expressive ELG** – Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

e.g. Retell stories from a sacred text, acting out a known story with a moral message. Sing songs and hymns relating to faith stories. Use Tap Sticks to do a stick dance as part of Diwali celebrations. Retell a story (Drawing Club style).





RE Specific Implementation/development of a programme of study

### RE and the National Curriculum: Key Stage One

Across Key Stage 1, pupils should be taught knowledge, skills and understanding through in-depth study of Christianity and one or two other world faiths. Pupils should have access

to an example of both Eastern and Western religious traditions and will also encounter non-religious world views.

In Key Stage 1 pupils should have opportunities to build on their understanding from the Foundation Stage to acquire knowledge and understanding through:

- identifying the core beliefs and concepts studied and give a simple description of what they mean
- giving examples of how stories show what people believe (for example, the meaning behind a festival)
- creating clear, simple accounts of what stories and other texts mean to believers
- giving examples of how people use stories, texts and teachings to guide their beliefs and actions
- giving examples of ways in which believers put their beliefs into action
- encountering and learning the names of some of the important places and objects connected with the religions studied, and becoming familiar with stories about the lives of religious leaders and teachers
- recognising that some ideas and practices are common to most religions – e.g. festivals, rites of passage, prayer, holy books
- talking about the meanings of stories and symbols
- meeting people who belong to the religious community studied

- thinking, talking and asking questions about whether the ideas they have been studying have something to say to them
- giving a good reason for the views they have and the connections they make developing positive attitudes towards other people and their right to hold different beliefs feeling confident about their own religious and cultural background
- exploring the religious beliefs, values and practices of others in their class
- enjoying stories from the different religious traditions
- recognising the similarities and differences of belief and points of view among their friends
- viewing diversity and difference positively.

The Programme of Study includes issues related to pupils' spiritual, moral, social and cultural development. This will be enhanced through:

- realising that stories from religious traditions often deal with concerns and feelings similar to their own
- talking and thinking about puzzling questions that arise from the study of religions
- talking about things that matter to them and listening to what others say
- exploring the sense of belonging to a community
- exploring the difference between right and wrong; fair and unfair
- expressing themselves creatively in art, drama, dance etc
- exploring times of quiet to reflect on a story or other experience
- responding to the wonder and beauty of the natural world.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	Pupils build on their own personal knowledge and will find out about how Christmas is celebrated today considering which traditions are secular and which are religious.	Pupils learn about ways of life, the Torah and key celebrations for Jewish people. This is their first systematic study of Judaism and lays foundations for work on festivals, family life and Torah in KS2.	Pupils build on what they know about key texts and practices important to Christian and Jewish people. Pupils revise their knowledge of Genesis 1 and what this account of creation tells Christian and Jewish people about caring for the world, and think carefully about different ways in which they might care for people in the world.
Year 2	Pupils find out about Islam, key beliefs, and ways of living for many Muslims. Pupils learn about some of the key Muslim beliefs about	Pupils explore the concepts of God, Incarnation, Gospel	Pupils find out about various places of worship and why they are important to many believers. They build on prior learning about Christians,

	God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. This is their first systematic encounter and will build upon and deepen previous learning.	and Salvation through learning about Holy week. Pupils learn about how many Christians show their beliefs within celebrations and worship in church at Easter and will consider what the story of Easter means for Christians today.	Muslims and special places. Pupils focus on the key features of churches, mosques and synagogues how they support their local communities in practical ways.
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### RE and the National Curriculum: Key Stage Two

During Key Stage 2, pupils should be taught knowledge, skills and understanding through in-depth study of Christianity and other world faiths including those not yet studied in Key Stage 1. Pupils will also encounter non-religious world views and may also learn about other religions.

By the end of Key Stage 2, pupils should have experienced opportunities to build on their understanding from Key Stage 1 to acquire knowledge, skills and understanding through:

- Learning about core beliefs and concepts in religions, for example studying examples from authoritative sources
- Exploring how people use texts and sources of authority to understand these beliefs
- Comparing the meanings we find in these texts with how believers interpret them
- Understanding how these beliefs influence individual lives and our Jersey community
- Showing how and why people put their beliefs into action in different communities and cultures
- Evaluating and explaining the importance of beliefs and practices to different people
- Reflecting on the lessons we can learn from these beliefs and practices, respecting diverse perspectives
- Connecting these ideas to our own experiences and the world today, and providing reasons for our views
- Learning about the historical context of religions
- Exploring key elements like objects, people, places, and activities in different religions and discussing their purpose
- Recognising common features of religions, including prayer, worship, festivals, holy books and places of worship
- Understanding the significance of symbols, stories, and symbolic language for faith communities
- Discovering the key beliefs of the religions we study
- Examining the lives of people considering examples in their faith and how they live their beliefs and values
- Developing an understanding of the influence of religions by looking for evidence of religion in the world around them

The Programme of Study includes issues related to pupils' spiritual, moral, social and cultural development. This will be enhanced through:

- Considering the value of certain religious practices e.g. quiet reflection, celebrating rites of passage, belonging to groups, sharing beliefs and values with a community
- talking about stories which focus on values, relationships or religious teachings, considering the relevance of this teaching to their own lives

- exploring questions of the meaning and mystery of life
- evaluating answers to these questions by supporting their own points of view, referring to, and showing consideration towards, views expressed by others
- relating what they learn in studying religion and worldviews to other areas of the curriculum and their general knowledge of the world
- developing an understanding of what it means to belong to a community
- discussing the differences between fairness and unfairness, right and wrong, and the nature of individual responsibility
- expressing ideas and innermost thoughts and feelings in the forms of art, music, drama etc
- exploring times of stillness, in order to reflect quietly on what has been studied.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 3	Pupils build on their knowledge the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'. Pupils spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books.	Pupils build on their knowledge about Jewish ways of life, Torah and festivals from KSI. They recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.	Pupils build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.
Year 4	Pupils are introduced to Hindu Dharma, they explore how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.	Pupils build on prior knowledge from KSI and learn about how the Christian Salvation story fits into the big story of the Bible. They begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.	Pupils learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.
Year 5	Pupils learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils link their learning in	Pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide	Pupils think carefully about actions, sources of authority, values, religious and non religious worldviews. They make links with sources of authority that tell

	this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving.	daily living for believers. Pupils also spend time finding out about the lived experience of Muslims in Jersey/Britain today	people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live.
Year 6	Pupils build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities.	Pupils build on work done in Lower KS2 and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.	Pupils build on their understanding of the idea of God from some of the systematic units previously studied. They put this in the context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.

Curriculum Map – themes / topics			
Year Group	Autumn Term	Spring Term	Summer Term
Year 1	Why does Christmas Matter to Christians?	Who is Jewish and how do they live?	How should we care for others and the world and why does it matter?
		Visit to school from: Martha Berstein Phone:743422 Mjb@marthaberstein.co.uk	
Year 2	Who is a Muslim and how do they live?	Why does Easter matter to Christians?	What makes some places sacred to believers?
		Visit to St Lukes Church Fr Nick Barry Phone: 851445 Frnickbarry@gmail.com	
Year 3	What is it like for someone to follow God?	How do festivals and family life show what matters to Jewish people?	How and why do people try to make the world a better place?
		Visit to synagogue, Martha Berstein Phone:743422 Mjb@marthaberstein.co.uk	
Year 4	What do Hindus believe God is like?	Why do Christians call the day Jesus died 'Good Friday'?	How and why do people mark the significant events of life?

		Visit to St. Lukes Church, Fr Nick Barry Phone: 851445 Frnickbarry@gmail.com	
Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Jersey/Britain today?	What matters most to Humanists and Christians?
		Visit to Mosque, 7 Poonah Rd, St Helier, Phone:07797750315	
Year 6	Why do Hindus want to be good?	For Christians, what kind of king is Jesus?	Why do some people believe in God and some people not?
		Visit to school from Fr Nick Barry Phone: 851445 Frnickbarry@gmail.com	





## Implementation



### Approaches to Teaching and Learning in RE.

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject.
- Ensuring that appropriate opportunities are taken to develop cross-curricular skills
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of RE. This will include question led learning, class and group discussion, role play, handling a range of different objects, teaching of specific knowledge and retrieval practice activities.
- The study of important people, both male and female, who have influenced our understanding of science throughout history and in the modern world.
- To use knowledge to support, evaluate and challenge their own and others' views. These are particularly relevant when understanding how the actions of others and their own actions impact on the world around them.
- The use of enrichment opportunities such as trips, visits and visitors.

## Teaching, Recording, Feedback, Assessment and Reporting

Assessment in R.E. is carried out in a variety of ways by each class teacher. In lessons, this can take the form of observations, discussion and questioning. Following this, marking written work and providing feedback is essential and core to assessment in R.E. Teachers carefully compare beginning of unit 'cold' question responses with the children's end of unit 'hot' question response to assess the impact of teaching and learning in each individual unit.

### **This will happen by:**

- Learning Questions and Intentions are shared with children each lesson
- Children are given a context through which they can explore each learning intention.
- The various methods of recording in the floor book should demonstrate the children's understanding of the lesson's learning intention
- Lesson outcomes are recorded in a class floor book with a date, title and evidence of learning
- Children are given the opportunity to assess their own and others' progress.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught previously.
- Assessment information will be used to plan future work for the class,
- This continual assessment will be used to report to parents. Termly reports will contain comments about an individual pupil's progress against the year group expectations.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.
- Children are exposed to, and will build, a range of age and topic related vocabulary from EYFS to year 6. This is found in the POS and builds on prior knowledge.
- Children are assessed at the end of each topic area. This is done through quizzes and assessment of understanding in lessons which is then collated by the class teacher and recorded on an assessment document (data sheets).

## Reading in RE.

Teachers provide children with a range of text to support learning in RE. For example, extracts from religious materials or non-fiction texts in class book corners.

## SMSC & Rights Respecting in RE.

**Rights Respecting:** As a rights respecting silver accredited school, we value children's voice and model the importance of having the right to your own opinion and opportunities to share and celebrate different viewpoints.

### **Spiritual development**

Religious Education makes a huge contribution towards spiritual development. We are often exploring the spiritual experiences of others in RE and how these shape their lives. Discussing, sharing ideas and learning from one others' perspectives and worldviews is a key feature. The children begin to recognise that they are part of their own local and global communities. We also need to let children use the knowledge of other people and their beliefs to reflect on their own. In this way, pupils become aware of their own thoughts, feelings and experiences, forming a worldview. Once a child begins to make meaning for themselves in their community with others, they can be encouraged to think about how this makes a difference. We can

encourage pupils to do something creative as a means of expressing, applying and further developing their thoughts and convictions.

RE provides opportunities to promote spiritual development through:

- discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- investigating and considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- enquiring into and developing their own views and ideas on religious and spiritual issues.

### **Moral development**

RE makes a particular contribution to attitudes that take moral issues, and moral dimensions of other issues, seriously. RE provides opportunities to promote moral development through:

- enquiring into the values identified within the National Curriculum, particularly valuing diversity and enquiring into issues of truth, justice and trust
- exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- exploring the impact and consequences of actions and ideas for different groups of people within our society
- investigating a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

### **Social development**

RE makes a particular contribution to exploring and developing committed attitudes to social change for the wellbeing of all. RE provides opportunities to promote social development through:

- examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met
- exploring how religious community life works and the contributions community living makes to human well being

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.
- considering ways in which religion can contribute to the community cohesion or to the common good.

### Cultural development

RE makes a particular contribution to open minded attitudes to cultural and religious diversity, and to the promotion of cultural enrichment. RE provides opportunities to promote cultural development through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures and religions
- Enquiring into the richness of local and national examples of cultural diversity in relation to religious ways of living
- investigating the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures
- considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and inter faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion
- promoting awareness of how inter faith cooperation can support the pursuit of the common good.

### Oracy - Progression of skills:

Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used. As part of RE lessons specific tier 2 and tier 3 words will be taught explicitly to ensure children understand and use these words in context. At the start of each learning question, key vocabulary will be shared and showcased in the floor book.

**Tier 1 - Everyday words:** These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:  
*warm, dog, tired, run, table, flower...*

**Tier 2 - Focus words:** These will be common words that are found across subjects. These will need direct teaching, such as:  
*contradict, circumstance, precede, retrospect...*

**Tier 3 - Subject specific words:** These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:  
*estuary, alliteration, igneous... .*

### Speaking like a Theologist

**Speak concisely** (keep it short!) so that you explain complex ideas in a way that is easy for others to understand.

**Structure** your ideas clearly, making sure that you have fully explained your scientific enquiry.

**Use expert scientific vocabulary**, but make sure that your audience understands it too.

Ask probing and clarifying **questions** to challenge others and developing your reasoning.

### Speaking like a Theologist sentence stems:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• I think that...</li><li>• I feel...</li><li>• It is similar because...</li></ul>   | <ul style="list-style-type: none"><li>• It is different because...</li><li>• This reminds me of...</li><li>• We must remember...because</li></ul>  |
| <ul style="list-style-type: none"><li>• In my opinion...</li><li>• It is different because...and...</li><li>• I believe it is the same, due to...</li><li>• It is important because...</li><li>• I felt the most inspired when...</li></ul>  | <ul style="list-style-type: none"><li>• During this activity, I felt... because</li><li>• How has this influenced this culture?</li><li>• I learnt the word...and it means...</li><li>• What do you think?</li></ul>   |
| <ul style="list-style-type: none"><li>• I found the..., a particular struggle / strength...</li><li>• I feel the emotion of..., because... impacted on me positively / negatively.</li><li>• Overall, I think that...has led...to respond in this way</li><li>• The social impact of... was....</li><li>• The most likely reason was...</li></ul>                | <ul style="list-style-type: none"><li>• I believe the most important factor is...</li><li>• This reminds me of...</li><li>• A major difference between... and... is that...</li><li>• The questions I have after listening to this are...</li><li>• Maybe it's because...</li></ul>            |
| <ul style="list-style-type: none"><li>• Why is it important to understand traditional/modern concepts through time?</li><li>• Personally, I found this activity..., therefore...</li><li>• Mentally, I found this activity the most demanding, as...</li><li>• After careful evaluation, I now feel that...</li><li>• Collaboratively, we felt that...</li></ul> | <ul style="list-style-type: none"><li>• I have considered the viewpoints, yet I am confident that...</li><li>• The most significant effect of... was...</li><li>• A further key event was...</li><li>• I know my answer is reasonable because...</li><li>• Perhaps the reason is ...</li></ul> |

- The impact of this activity has made me feel..., which has surprised me, as...
- I have come to the conclusion that...
- I deduce / deduct...

- Taking everything into account...
- Having pondered...

## TALK LIKE A ... THEOLOGIST

→ REPORT

I know that ...    ... believe ...  
 ... follow ...  
 Many ... worship in ...  
 ... celebrate ...    They celebrate by ...  
 The sacred text of ... is ...

RELIGION	FOLLOWERS
CHRISTIANITY	CHRISTIANS
BUDDHISM	BUDDHISTS
HINDUISM	HINDUS
ISLAM	MUSLIMS
JUDAISM	JEWS
SIKHISM	SIKHS

GIVE EVIDENCE    EXPLAIN

This can be seen ...    This shows ...  
 For example ...    This means ...  
 Therefore ...

SHOW UNDERSTANDING

I really like ...  
 I find it interesting that ...  
 ... is similar to ...    ... reminds me of ...  
 ... is different from ...  
 I understand that ...

RETELL

This story is about ...

In the beginning ...    First ...  
 Then ...    Next ...    After that ...  
 Meanwhile ...    In the end ...

→ INTERPRET

I can see ...    It says ...  
 I think ... because ...  
 Maybe ...  
 This tells me ...

## TALK LIKE A ... THEOLOGIST

→ REPORT

I know that ...  
 ... believe ...    ... strongly believe ...  
 Many ... worship in ...    ... follow ...  
 ... celebrate ...    They celebrate by ...  
 The sacred scripture of ... is ...

RELIGION	FOLLOWERS
CHRISTIANITY	CHRISTIANS
BUDDHISM	BUDDHISTS
HINDUISM	HINDUS
ISLAM	MUSLIMS
JUDAISM	JEWS
SIKHISM	SIKHS

GIVE EVIDENCE    EXPLAIN

This can be seen ...    For example ...    This shows ...  
 For instance ...    This means ...  
 This is illustrated by ...    Therefore ...

SHOW UNDERSTANDING

I really admire ...    I find it fascinating that ...  
 I find it interesting that ...  
 ... is similar to ...    ... reminds me of ...  
 ... is different from ...  
 I understand that ...

RETELL

This story is about ...

In the beginning ...    First ...  
 Then ...    Next ...    After that ...  
 Meanwhile ...    In the end ...

→ INTERPRET

I can see ...    It says ...  
 I think ... because ...  
 Maybe ...    Perhaps ...  
 This tells me ...  
 This makes me think ...