



*Elmley Dray
School*

Religious Education Progressive Pathway

We want our children to learn about world religions through an enquiry based approach. This will give them knowledge of each religion and then require them to apply this knowledge to answer key questions rather than the knowledge being an end in itself. We also want students to relate what they learn to their own experiences and beliefs.

Studying Religious Education gives everyone a chance to reflect and have an informed view on the many cultures that now surround us in our communities. To gain knowledge and understanding of other beliefs fostering a respect for individuals' rights to practise what is important to them and others. It allows us to reflect on the purpose of life and give meaning to our existence. It teaches us the importance of right and wrong and to understand other beliefs and traditions. The acceptance of different ideologies should embed the acceptance of alternative lifestyles. It can develop in children an understanding of views and opinions of what is going on outside of their community in the wider world and how this can have a significant impact on their lives.

Knowing about and understanding religious worldviews	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
<p>Give simple definitions of some key terms to do with life after death.</p> <p>Outline religious and/or non-religious beliefs about life after death.</p> <p>Describe and make connections between examples of religious creativity.</p> <p>Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil.</p> <p>Make connections between the key functions of a religious building and the beliefs of the religious community.</p> <p>Make connections between beliefs and behaviour in different religions.</p>	<p>Identify reasons why a sacred text is important to a religious group and how it makes a difference to how they live.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. *Offer interpretations of parables and say what they might teach people about how to live.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain similarities and differences between beliefs about life after death.</p> <p>Explain the reasons why groups of people have different ideas about an afterlife.</p> <p>Show an understanding of the value of sacred buildings and art.</p> <p>Outline the challenges of belonging to a religious community in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Recognise and explain diversity within</p>	<p>Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.</p> <p>Make and explain thematic connections between different religious beliefs</p> <p>Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</p> <p>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</p>

	religious expression, using appropriate concepts.	
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Spiritual, Moral ,Social, Cultural and British Values Curriculum	Learning about different religions and the impact on social, moral and cultural aspects of those who follow these religions on their lives.
English	Question and Answer Sessions Self and Peer Assessment
Mathematics	
Information Technology	Using powerpoint and word to develop presentations and reports. Using internet search engines to support online research projects around differing religions
Emotional Intelligence and Wellbeing	Using emotionally intelligent language linked to the spiritual support which religions provide for individuals and communities.
Speech, Language and Communication	Discussions on religions and their history
Occupational Therapy	Fine motor skills within the classroom and also gross motor skills with visits to religious buildings within Kent. Deeper understanding of sensory issues
Learning Outside the Classroom	Visits to religious structures within Kent.