

Skills and processes

There are a variety of skills and processes through which pupils may develop their language skills through RE. The following are some of the systematic contexts of language which are important to RE.

DESCRIPTION requires the language of....	DISCUSSION requires the language of.....	CREATIVITY requires the language of....
Instruction Explanation Comparison Clarifying Analysis Synthesis	Questioning Argument Dialogue Debating Controversy Concluding	Poetry Metaphor Symbol Allegory Storytelling Narrative Reflection

How is Literacy delivered?

Religious Education should encourage **writing, speaking, listening** and **reading** as well as a knowledge of specialist vocabulary.

Schemes of Work should identify learning objectives, which are specific to RE. A language and literacy focus should never replace clear and specific RE objectives. Where literacy and RE lessons are combined in primary school, RE objectives need to be clearly met. It should be noted when planning that parents have a right of withdrawal from RE but not from literacy.

Below is a list of areas which could be used as starting points to help develop the four key aspects of literacy skills within RE.

- writing frames – to support persuasion, report, recount explanation procedure and discussion
- writing and acting scripted drama, poetry, raps and songs etc.
- charts and diagrams eg annotated texts, flow charts etc.
- discussion and response eg presenting on opinions and considering and evaluating the viewpoints of others.
- proof reading and drafting
- using specialist vocabulary and glossaries

Pupils should be given an opportunity to encounter and respond to the variety of religious language used by religious communities by:

- appreciating the power and beauty of religious language while recognising its limitations
- evaluating clearly and rationally using a range of reasoned balanced arguments communicating ideas with depth and precision.