

Grimsargh St Michael's C of E Primary School

Attitudes, Skills and Knowledge in Religious Education



Attitudes in Religious Education

It is vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

- self-awareness.
- respect for all.
- open-mindedness.
- appreciation and wonder.

Self-awareness in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule;
- developing a realistic and positive sense of their own religious, moral and spiritual ideas;
- recognising their own uniqueness as human beings and affirming their self-worth;
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own;
- being ready to value difference and diversity for the common good;
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society;
- being prepared to recognise and acknowledge their own bias;
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:

- being willing to learn and gain new understanding;
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions;
- being willing to go beyond surface impressions;
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity;
- recognising that knowledge is bounded by mystery;
- appreciating the sense of wonder at the world in which they live;
- developing their capacity to respond to questions of meaning and purpose.

Skills for learning in RE

Pupils' learning about the content of RE takes place alongside the development of their skills. In RE pupils need general skills such as gathering information, expressing ideas or evaluation sources. There are some skills that RE particularly needs to develop and use. This section describes these skills and gives examples of how pupils progress in using them in RE. It is intended to stimulate teachers' thinking, but there is no requirement for the skills to be developed in a linear fashion. As pupils progress in developing these skills, they will be increasingly able to understand the characteristics of each religion, and the similarities and differences between religions.

Skills for learning in RE:	The skills are expressed in four progressed steps, which teachers may relate to advancing age groups. Teaching should enable pupils to:
Investigate – this includes: <ul style="list-style-type: none"> • asking relevant questions; • knowing how to use different types of sources as a way of gathering information; • knowing what may constitute evidence for understanding religions. 	<ul style="list-style-type: none"> • ask increasingly deep and complex questions about religion and what it means to be human; • use a widening range of sources to pursue answers; • focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity; • evaluate a range of responses to the questions and issues raised.
Express – this includes: <ul style="list-style-type: none"> • the ability to explain concepts, rituals and practices; • the ability to identify and articulate matters of deep conviction and concern; • the ability to respond to religious issues through a variety of media. 	<ul style="list-style-type: none"> • explain what words and actions might mean to believers; • articulate their own reactions and ideas about religious questions and practices; • clarify and analyse with growing confidence aspects of religion that they find valuable or interesting or negative; • explain in words and other ways their own responses to matters of deep conviction.
Interpret – this includes: <ul style="list-style-type: none"> • the ability to draw meaning from artefacts, music, works of art, poetry and symbolism; • the ability to suggest meanings of religious texts. 	<ul style="list-style-type: none"> • say what an object or a symbol means; • use figures of speech or metaphors to speak creatively about religious ideas; • understand different ways in which religious and spiritual experience can be interpreted;

Skills for learning in RE:	The skills are expressed in four progressed steps, which teachers may relate to advancing age groups. Teaching should enable pupils to:
	<ul style="list-style-type: none"> • explain the role of interpretation in religion and life.
Reflect – this includes: <ul style="list-style-type: none"> • the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; • the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres. 	<ul style="list-style-type: none"> • identify some places and experiences that help them to think deeply; • describe how actions and atmospheres makes them feel; • experience the use of silence and thoughtfulness in religion and in their own lives; • respond with insight to religious and spiritual issues.
Empathise – this includes: <ul style="list-style-type: none"> • the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; • the ability to see the world through the eyes of others and to see issues from their point of view. 	<ul style="list-style-type: none"> • see with sensitivity how others respond to their actions, words or behaviour; • connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts; • imagine with growing awareness how they would feel in a different situation from their own; • identify thoughtfully with other people from a range of communities and stances for life.
Apply – this includes: <ul style="list-style-type: none"> • making the association between religions and individual community, national and international life; • identifying key religious values and their interplay with secular ones. 	<ul style="list-style-type: none"> • see links and simple connections between aspects of religions; • make increasingly subtle and complex links between religious material and their own ideas; • apply learning from one religious context to new contexts with growing awareness and clarity; • apply their learning from different religious sources to the development of their own ideas.
Discern – this includes: <ul style="list-style-type: none"> • explaining the significance of aspects of religious belief and practice; 	<ul style="list-style-type: none"> • experience the awe and wonder of the natural world and of human relations;

Skills for learning in RE:	The skills are expressed in four progressed steps, which teachers may relate to advancing age groups. Teaching should enable pupils to:
<ul style="list-style-type: none"> • developing insight into people, motives, actions and consequences; • seeing clearly how individuals might learn from the religions they study for themselves 	<ul style="list-style-type: none"> • be willing to look beyond the surface at underlying ideas and questions; • weigh up the value religious believers find in their faith with insight, relating it to their own experience; • discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
<p>Analyse – this includes:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact; • distinguishing between the features of different religions. 	<ul style="list-style-type: none"> • see what kinds of reasons are given to explain religious aspects of life; • join in discussion about issues arising from the study of religion; • use reasons, facts, opinions, examples, arguments and experience to justify or question a view of a religious issue; • analyse the religious views encountered with fairness, balance, empathy and critical rigour.
<p>Synthesise – this includes:</p> <ul style="list-style-type: none"> • linking significant features of religion together in coherent ways; • trying to connect different aspects of life into a meaningful whole. 	<ul style="list-style-type: none"> • notice similarities between stories and practices from religions; • use general words (e.g. sacred book, festival) to describe a range of religious practices from different faiths; • make links between different aspects of one religion, or similar and contrasting aspects of two or more religions; • explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings. •
<p>Evaluate – this includes:</p> <ul style="list-style-type: none"> • the ability to debate issues of religious significance with reference to evidence and argument; 	<ul style="list-style-type: none"> • talk about what makes people choose religious ways of life and the reasons they give for these choices;

Skills for learning in RE:	The skills are expressed in four progressed steps, which teachers may relate to advancing age groups. Teaching should enable pupils to:
<ul style="list-style-type: none"> • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. 	<ul style="list-style-type: none"> • describe how and why religious people show the importance of symbols, key figures, texts or stories; • weigh up with fairness and balance the value they see in a range of religious practices; • evaluate skilfully some religious responses to moral issues and their own responses.

Adapted from several sources including materials from RE Today Services

Grimsargh St Michael's CE Primary School

Progression of skills

RE Knowledge

This progression of skills document details how each key knowledge develops sequentially in RE throughout school.

Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Harvest	<p>We (Christians) believe God created the world.</p> <p>We (Christians) believe that we should say thank you to God at Harvest time.</p> <p>We (Christians) celebrate the Harvest Festival with a special service in church.</p>	<p>We (Christians) believe that it is important to say thank you to God for the harvest.</p> <p>We believe that helping others is part of putting our Christian faith in action.</p> <p>There are Christian charities working worldwide to improve the living conditions of people in third world countries and other areas of poverty.</p>		<p>Harvest has been celebrated for thousands of years.</p> <p>Harvest is celebrated by people of all faiths and none.</p> <p>Harvest is mentioned throughout the Old Testament.</p> <p>There is a connection between Christian belief and behaviour in relation to celebrating the harvest.</p>			
God	<p><u>I am special</u></p> <p>They are fearfully and wonderfully made by God.</p>	<p><u>God and Creation</u></p> <p>We (Christians) believe that God created the world.</p>			<p><u>Jesus The Son of God</u></p> <p>The Old Testament Prophets were called</p>		<p>Bible stories help to deepen our knowledge and understanding of God.</p>

	<p>They are unique special and loved. We (Christians) believe that God is our heavenly father, we are his children and we are members of a wider world family.</p> <p><u>Special Times</u> They are fearfully and wonderfully made by God. They are unique special and loved. We (Christians) believe that God is our heavenly father, we are his children and we are members of a wider world family.</p>	<p>The creation stories are at the very beginning of the Bible and be able to recall details briefly. We (Christians) believe that people should be taking care of our world. We (Christians) believe that in creation we can see the power and wonder of God.</p>			<p>by God to give his message to the people. The Prophets were telling the people to turn back to God and mend their relationship with him. This is the beginning of God's salvation plan. People's lives are changed as they are called by God today and respond in a variety of ways e.g. ordination, ministry in the local church and missionary work abroad etc.</p> <p><u>God, David and the Psalms</u> David is a key figure in God's plan for his people. Some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way.</p>		<p>We (Christians) believe God is three in one, the Trinity. God is given many names by Christians and members of non-Christian faiths. These names describe His nature and characteristics, Bible texts are used to answer questions about the characteristics and nature of God.</p> <p>What names do faiths other than Christianity give to God?</p>
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<p>Non-Christian Faith link</p>							
<p>Christmas</p>	<p>Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways.</p>	<p>We (Christians) believe that Jesus is God's gift to the world. The Wise Men (Magi) visited baby Jesus after Christmas. We (Christians) believe that the gift of Jesus shows God's love and care for the world. We (Christians) believe Jesus is God's son the promised Messiah.</p>	<p>Christmas is a celebration of the good news. Angels are the Good news bringers. We (Christians) believe that the good news is that Jesus is the saviour of the world. We (Christians) believe that the content of the Christmas story is good news. The good news impacts on the world then and now.</p>	<p>Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. We (Christians) believe God is with us through his Son, Jesus and the Holy Spirit. We (Christians) believe that the presence of God changes our lives.</p>	<p>Hanukkah is an important Jewish festival of light. light is used as a metaphor to describe Jesus and his impact on the world. The light of Jesus brings hope in dark places.</p>	<p>The nativity story is recorded in Gospels of Matthew and Luke. The true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ. Different denominations of Christianity hold differing views in the importance of Mary.</p>	<p>Advent is a time when the church focusses prayer on the second coming of Christ. Different denominations within Christianity hold differing beliefs about the importance and status of Mary. The themes of Advent tell the 'big story' of God's salvation plan. Christians believe that Jesus is the promised Messiah, but Jewish people do not.</p>
<p>Jesus</p>	<p><u>What makes a good friend?</u> Christians consider themselves to be friends of Jesus. Jesus has 12 special friends called disciples.</p>	<p>The stories of Jesus miracles can be found in the Gospels in the New Testament. We (Christians) believe that the miracles reveal Jesus as the Son of God.</p>	<p>The stories covered in this unit can be found in the gospels in the New Testament. We (Christians) believe that Jesus miracles reveal him to be the Son of God.</p>	<p>We (Christians) believe that Jesus has/had the power to change people's lives. choosing to follow Jesus is not an easy option.</p>	<p>We (Christians) believe Jesus is the Son of God he was both God and man. We (Christians) believe Jesus has power and authority from God over every aspect of</p>	<p>These stories about Jesus' teaching explain Christian beliefs and actions. There are links between Jesus teaching and the school's Christian</p>	

	<p><u>Special People</u> Jesus was special and performed miracles. People choose to do a variety of jobs that particularly show Christian values in action. e.g. health care workers, emergency service workers, parents etc.</p>		<p>We (Christians) believe that we should welcome everyone and try to be a friend of all as Jesus was.</p>	<p>Lives of people today are transformed by Jesus and they choose to change.</p>	<p>creation, life and death. There are people who have stood up and spoken out against authorities in situations of injustice.</p>	<p>values and British values. Jesus teaching makes an impact in people's lives, their values, choices and behaviour.</p>	
<p>Easter</p>	<p>Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. We (Christians) believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.</p>	<p>The events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs. We (Christians) believe that Easter is a new beginning. We (Christians) believe that Jesus died and rose back to life again.</p>	<p>There are different objects and symbols used to help explain and understand the meaning of Easter. The Easter story is central to Christian belief. The death and resurrection of Jesus is part of God's salvation plan.</p>	<p>The events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. The church remembers and marks the events of Holy Week in a variety of ways. The events of Holy Week reveal what Jesus came to earth to do – God's salvation plan.</p>	<p>Trust and forgiveness are key Christian values. The incidents of betrayal and trust in the Easter story are significant to the outcome. The events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God's salvation plan. We (Christians) believe that they can trust Jesus.</p>	<p>We (Christians) believe that Christ's resurrection is a victory over death and talk About it with understanding. we (Christians) believe that the death and resurrection of Jesus restored the Relationship between God and people. The Easter story is at the very heart of Christian belief.</p>	<p>Jesus is given a variety of names to describe his character and purpose. there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation. We (Christians) believe Jesus was/is the Messiah and what that means. Links can be made between Christian beliefs, the Eucharist, the Last Supper and the Passover. there is important symbolism associated with the Eucharist that explains Christian belief.</p>

							We (Christians) celebrate the Eucharist and why it is important.
Baptism		<p>Baptism is an occasion when promises are made to God and people are welcomed as a member of the church.</p> <p>Water is a symbol of baptism.</p> <p>people can be baptised at any age, in the font at church, in a pool, a river or the sea.</p> <p>Jesus was baptised in the river Jordan.</p> <p>people of faiths other than Christianity also welcome new babies in special ways.</p>					
The Bible and other Holy Books	<p>Jesus told stories and that they are found in the Bible.</p> <p>Jesus told the stories to teach people about God.</p>		<p>The Bible is the Christian holy book.</p> <p>The Bible is made up of a library of books.</p> <p>the Bible is in two sections the Old Testament and the New Testament.</p> <p>Owning a Bible is very important to Christians.</p>			<p>There are several different genre of writing in the Bible.</p> <p>There are many translations of the Bible in English and other languages.</p>	

			<p>The Bible contains God's big story from the beginning through to the kingdom of God. People of other faiths have different holy books and there are some similarities and differences between these books and the Bible.</p>			<p>The Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues.</p> <p>People of other faiths have holy books that teach, guide and impact on their daily lives.</p> <p>The Bible is the inspired word of God.</p> <p>The Bible gives guidance for Christian living and this impacts on believers lives and communities.</p> <p><u>Exploring the lives of women in the Old Testament</u></p> <p>There are significant women in the Bible who made incredible choices that have An impact on God's big story.</p>	
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						<p>worship can be expressed in a variety of ways including prayer, dance, compassion and self-sacrifice. Sometimes people of faith face great challenges and remain true to their faith.</p>	
<p>The Church and Places of Worship (non-Christian)</p>	<p>Christians worship in a church. people consider places to be special for different reasons. Muslims take off their shoes in a mosque.</p>		<p>The church is a special place where Christians meet to worship and pray. It is also the body of people not just the building. For Christians, the church is a holy blessed space. Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.</p>		<p>Not all church buildings are the same but have similar features according to denomination. Peter and the disciples 'built' the church after the events of Pentecost. Christianity is a world-wide multi-cultural faith. The Bible gives guidance to the church about behaviour and attitudes and what that guidance is. People of other faiths have different places of worship, the names of those buildings, key features and the</p>		

					worship that takes place there.		
Ascension and Pentecost			<p>We (Christians) believe that 40 days after the resurrection, Jesus ascended into heaven.</p> <p>We (Christians) believe that God is three in one – Father, Son and Holy Spirit.</p> <p>The gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.</p> <p>The events of Pentecost still impact on the church today.</p>				<p>Ascension and Pentecost are key events in Christianity.</p> <p>We (Christians) believe people’s lives can be inspired and transformed by the Holy Spirit.</p> <p>The events of the Ascension and Pentecost are connected to distinctive Christian beliefs.</p>
Rules for Living (Christian and non-Christian faith)				<p>The Old Testament contains the stories of the people of God.</p> <p>Moses rescues the people of God from Egypt and brings the ten commandments down from Mount Sinai.</p> <p>Other faiths have rules to follow that have been given to them a long time ago.</p>			

				<p>Christians try to live out the commandments given by God and Jesus.</p> <p>the commandments are the foundation of Christian and Jewish societies.</p>			
<p>Non-Christian Faith Unit</p> <p>Judaism</p>		<p>Jewish people also celebrate harvest and this is called Sukkot.</p>		<p>Harvest is celebrated by people of all faiths and none. harvest is mentioned throughout the Old Testament.</p> <p>There is a connection between Christian belief and behaviour in relation to celebrating the harvest.</p> <p>Sukkot</p>	<p>Hanukkah (The Jewish Festival of Light)</p> <p>Hanukkah is an important Jewish festival of light.</p> <p>Shabbat</p> <p>The Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat.</p>	<p>Purim (Links to exploring the lives of women in the Old Testament)</p> <p>Study the Story of Esther and the festival of Purim- discuss persecution linked to faith</p>	<p>The Exodus is a significant event in Jewish and Christian history.</p> <p>The Seder is the special meal celebrated by Jews on the first evening of the Festival of Passover. Christianity is rooted in Judaism and Jesus celebrated the Passover. For Jews, the event of the Exodus and Passover are at the very heart of their beliefs.</p>
<p>Forgiveness Non-Christian Faith</p>					<p>What do other faiths say about forgiveness?</p> <p>“God forgives you if you forgive others.” Quran 64:14</p>		

					<p>“The weak can never forgive. Forgiveness is the attribute of the strong.” Mahatma Gandhi (Hinduism)</p> <p>“Subvert anger by forgiveness.” Jainism</p> <p>“The best deed of a great man is to forgive and forget.” Islam</p> <p>“Where there is forgiveness there is God himself.” Sikhism</p> <p>“They should rather pardon and overlook. Would you not love Allah to forgive you? Allah is Ever-Forgiving, Most Merciful.” Quran 24:22</p> <p>Leviticus 19:18 Judaism/Christianity. Do the children agree with the statements? Why? Why not?</p>		
<p>Prayer and non-Christian Faith aspect-prayer</p>	<p>Jesus taught his disciples (us) the Lord’s Prayer. Prayer is a form of communication with God.</p>				<p>Prayer is the way in which believers communicate with God. Prayer is connected to faith.</p>		

	<p>Prayer is expressed in a variety of ways. People pray for many different reasons.</p> <p>Non-Christian faith link-prayer- Islam, Judaism</p>				<p>Christian beliefs are revealed in the content of prayers.</p>		
<p>Loss, death and Christian hope</p> <p>(End of life rituals – non-Christian faith too)</p>						<p>We (Christians) believe that through the death and resurrection of Jesus we have the promise of living forever with God (eternal life). We (Christians) believe that when you die your spirit goes to be with God in heaven.</p>	
<p>Life as a journey and pilgrimage</p> <p>Non-Christian faith-pilgrimage</p>							<p>Some people undertake a pilgrimage as part of living out their faith. The life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today. Being a Christian and following Jesus’ teaching has an impact on a person’s life.</p>

							<p>The life journey of Jesus answers questions about what Christians believe.</p> <p>Christians in many countries across the world are persecuted because of their faith.</p>
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