

## Key Skills in Religious Education at Ferndale

**Investigating** – including abilities such as:

- asking relevant questions
- knowing how to use different types of sources as ways of gathering information
- knowing what may constitute evidence for understanding religion(s).

**Reflecting** – including abilities such as:

- reflecting on religious beliefs and practices and ultimate questions
- reflecting upon feelings, relationships, and experiences
- thinking and speaking carefully about religious and spiritual topics.

**Expressing** – including abilities such as:

- explaining concepts, rituals and practices
- identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.

**Interpreting** – including abilities such as:

- drawing meaning from, for example artefacts, works of art, poetry and symbols
- interpreting religious language
- suggesting meanings of religious texts.

**Empathising** – including abilities such as:

- considering 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
- seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.

**Applying** – including abilities such as:

- using RE learning in new situations
- making the association between religions and individual community, national and international life
- identifying key religious values and their connections with secular values.

**Discerning** – including abilities such as:

- developing insight into personal experience and religion
- exploring the positive and negative aspects of religious and secular beliefs and ways of life
- relating learning to life
- making thoughtful judgements about the personal value of religious beliefs and practices.

**Analysing** – including abilities such as:

- distinguishing between opinion, belief and fact
- distinguishing between the features of different religions
- recognising similarities and distinctiveness of religious ways of life.

**Synthesising** – including abilities such as:







- linking significant features of religion together in a coherent pattern
- connecting different aspects of life into a meaningful whole
- making links between religion and human experience, including the pupil's own experience.

**Evaluating** – including abilities such as:

- debating issues of religious significance with reference to experience, evidence and argument
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience
- drawing conclusions which are balanced, and related to evidence, dialogue and experience.

## Developing Attitudes

The following attitudes are considered fundamental to the children's learning of RE and are fostered through our curriculum:

-  **Curiosity and wonder**
-  **Commitment**
-  **Fairness**
-  **Respect**
-  **Self-understanding**
-  **Open mindedness**
-  **Critical mindedness**
-  **Enquiry**

*(Swindon Agreed Syllabus for RE 2016-2021)*