

Appendix I

How RE develops skills

RE seeks to develop the following skills through a variety of types of activity:

Skills for learning in RE	Pupils should be encouraged to...
<p>Investigation – in RE this includes:</p> <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. ▪ 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 they study.
<p>Expression - in RE this includes:</p> <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, and 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 which they find valuable or interesting or negative. ▪ Explain in words and other ways their own responses to matters of deep conviction.
<p>Interpretation - in RE this includes:</p> <ul style="list-style-type: none"> ▪ the ability to draw meaning from artefacts, works of art, poetry and symbolism; ▪ the ability to suggest meanings of religious texts. 	<ul style="list-style-type: none"> ▪ Say what an object means, or explain a symbol. ▪ Use figures of speech or metaphors to speak creatively about religious ideas. ▪ Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. ▪ Clarify and express the role of interpretation in religion and life.
<p>Reflection - in RE this includes:</p> <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"> ▪ Describe how action and atmosphere makes them feel. ▪ Experience the use of silence and thoughtfulness in religion and in life. ▪ Take increasing account of the meanings of experience and discern the depth of questions religion addresses. ▪ Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
<p>Empathy - in RE this includes:</p> <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 action, 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.

<p>Application - in RE this includes:</p> <ul style="list-style-type: none"> • applying what has been learnt from a religion to a new situation 	<ul style="list-style-type: none"> ▪ Respond to a case study or dilemma, thinking what a Muslim or a Christian might do, or what Jesus, Guru Nanak and the Buddha might do. ▪ Show how beliefs and principles in one area might apply in another: e.g. Christian ideas of sanctity of life in abortion and euthanasia.
<p>Discernment – in RE this includes:</p> <ul style="list-style-type: none"> ▪ Explaining the significance of aspects of religious belief and practice; ▪ 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"> ▪ Experience the awe and wonder of the natural world and of human relations. ▪ 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>Analysis - in RE 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 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>Synthesis - in RE this includes:</p> <ul style="list-style-type: none"> ▪ linking significant features of religion together in a coherent pattern; ▪ connecting 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 to describe a range of religious practice and teaching. ▪ 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>Evaluation - in RE this includes:</p> <ul style="list-style-type: none"> ▪ the ability to debate issues of religious significance with reference to evidence and argument; ▪ weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. 	<ul style="list-style-type: none"> ▪ Talk about what makes people choose religious ways of life. ▪ Describe how 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.

These skills have been clustered into an enquiry process, found in the Wiltshire Agreed Syllabus for RE - 2011. This offers a way of developing skills through enquiry.