

Appendix J

How RE develops attitudes

Attitudes such as respect for others and respect for the truth, care for all people and determination to achieve should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education. These attitudes enable pupils to enter fully into the study of religions, and are in turn fostered and deepened by the study of RE.

RE encourages the development of:

- **Self-awareness**
- **Respect for all**
- **Open-mindedness**
- **Appreciation and wonder**
- **Critical awareness**

Five key attitudes in RE	Examples of the ways RE can build and develop these attitudes
<p>Self-awareness in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils may be able to show self awareness through:</p> <ul style="list-style-type: none"> • Talking about their own way of life and different ways of life seen in some religions; • Exploring what makes them special or unique in increasing depth; • Being able to value their own way of life as well as that of others; • Expressing and exploring their own sense of what matters most in human life, including reference to values and spirituality; • Using concepts such as identity, faith and culture to explain who they are and where they belong; • Analysing their own beliefs and values carefully and with reference to some religious alternatives; • Developing increasing self confidence in tandem with empathic appreciation of others.
<p>Respect for all in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils may be able to show respect for all through:</p> <ul style="list-style-type: none"> • Talking about what is fair and unfair, just and unjust, for themselves and for others; • The avoidance of ridicule; • The development of tolerance and the move from tolerance to respect; • Applying ideas about fairness and respect from religious teachings to a range of different situations; • The widening and deepening of willingness to learn from others and to respect the rights and views of all; • Considering issues of racism, sexism or religious prejudice with reference to teachings about equality; • Analysing the causes and consequences of unfairness and suggesting how a more fair society can be built.

<p>Open-mindedness in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils may be able to show an attitude of open-mindedness through:</p> <ul style="list-style-type: none"> • Beginning to use information and ideas from other people to answer big questions for themselves; • Talking about the reasons people give for their beliefs; • Describing how people react to the beliefs of others, and beginning to see different sides to arguments about religious questions; • Showing that they can hold and justify opinions about religious and spiritual questions, referring to religious sources, arguments and experiences; • Using evidence, reason and experience to express insights into religious or spiritual controversies; • Considering what makes some people narrow minded or closed to new ideas, and what makes others open minded; • Considering and explaining the differences between superstition, prejudice, opinion, belief, conviction and knowledge. • Applying the idea of open mindedness critically to their own views as well as others' views.
<p>Appreciation and wonder in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils may be able to show appreciation and wonder through:</p> <ul style="list-style-type: none"> • Taking time to think in RE; • Engaging in and enjoying experiences that stimulate wonder; • Asking questions about the 'why' of religion, and suggesting answers that refer to religious teachings and their own ideas; • Being increasingly able to talk about mystery and about what is puzzling or profound in life • Practising openness and thoughtful reflection on mysterious experiences and questions with increasing insight and discernment; • Analysing the differences between different religious viewpoints and accounting for these with discernment in their own terms.
<p>Critical awareness in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ Having a willingness to examine ideas, questions and disputes about religious and spiritual questions ▪ Distinguishing between opinions, viewpoints and beliefs ▪ Being prepared to re-consider existing views ▪ Developing the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions ▪ Being prepared to acknowledge bias and prejudice in oneself 	<p>Pupils may be able to show critical awareness through:</p> <ul style="list-style-type: none"> • Beginning to notice that lots of RE questions have more than one answer that is interesting; • Talking about mysteries and puzzling things in RE; • Describing how people can argue about a belief in ways that weigh up both sides; • Showing that they can be self-critical about understanding beliefs and that they can criticise beliefs they don't agree with reasonably (i.e. without ridicule); • Using evidence, reason and experience to make a critical commentary on beliefs they reject; • Considering questions about how we discover the truth in areas of value, identity and meaning by using a range of viewpoints; • Explaining some strong and some weak arguments or reasons for holding a belief; • Interpreting the arguments and ideas of others in ways that are alert to accuracy, rationality, coherence and philosophical skills.