

Attitudes in RE: What attitudes should we be developing in RE?

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 in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following attitudes are to be promoted through the Agreed Syllabus:

Attitudes that RE seeks to promote:	Some signs of pupils' attitudinal development that RE may offer. <i>Beginning with 4-7s, and moving through the age range to 14-16s, teaching should increasingly encourage these attitudes.</i>
Curiosity - in RE this includes: - Developing a personal interest in questions of meaning, purpose and value; - Exploring the nature of religious practices and teachings; - Being willing to look carefully at the other and be open to learning from it; - Following mysterious and profound lines of thinking through, to see where they lead.	Pupils may be able to show curiosity through: - Asking good questions about religious artefacts stories and practices; - Asking questions about the why of religion, and suggesting answers that refer to religious teachings and their own ideas; - Planning investigations of religious issues; - Analysing the differences between different religious viewpoints and accounting for these in their own terms.
Awe and wonder - in RE this includes: - Willingness to look beyond the surface of things, to seek meaning in experience - The capacity to connect experiences and meanings - Open hearted and broad minded appreciation of the mysteries of life	Pupils may be able to show awe and wonder through: - Taking time to wonder and question - Getting increasingly relaxed about unanswerable or ultimate questions and life's mysteries and puzzles - Articulating in art, music, words or other media their responses to life's mysteries and splendour - Insightfully analysing and evaluating the place of spiritual experience in religious life and in human life.

Commitment - in RE this includes: - Understanding the importance of commitment to a set of values by which to live one's life; - Willingness to develop a positive approach to community life; - The recognition that all humans live by their commitments to values and to other people (including religious and non-religious commitments); - The ability to learn, while living with certainty and uncertainty.	Pupils may be able to show commitment through: - Beginning to talk about who and what matters to them; who and what matters to others; - Being increasingly able to express their values, opinions and beliefs clearly; - Showing alertness to hypocrisy and consistency in the ways people live out their values; - Expressing attitudes of commitment to values and to people, for themselves, in the light of the diversity, ambiguity and competing claims of the religious material studied, with balance and conviction.
Fairness - in RE this includes: - Listening to the views of others without prejudging one's response; - Careful consideration of other views; - Willingness to investigate other viewpoints, and consider evidence, experience and argument; - Readiness to look beyond surface	Pupils may be able to show fairness through: - Talking about what is fair and unfair, just and unjust, for themselves and for others; - Applying ideas about fairness from religious teachings to a range of different situations; - Considering issues of racism, sexism or religious prejudice with reference to teachings about equality;

impressions.	Analysing the causes and consequences of unfairness and suggesting how a more fair society can be built.
Respect - in RE this includes: - Being respectful of those who have different beliefs and customs to one's own - Recognising the rights of others to hold their own views; - Discerning between what is worthy of respect and what is not; - Appreciation that religious convictions are often deeply felt, recognising the needs and concerns of others.	Pupils may be able to show respect through: - The avoidance of ridicule; - The development of tolerance and the move from tolerance to respect; - The widening and deepening of willingness to learn from others and to respect the rights and views of all; - The increasing recognition that sensitive, respectful listening can yield rich learning from those with whom we disagree.
Self-awareness - in RE this includes: - Being able to see the place of belief in my own life and the lives of others; - Developing a mature sense of self-worth and value; - Developing the capacity to discern the personal relevance of religious questions; - Deepening insight into the role of belief and tradition in identity and culture.	Pupils may be able to show self-awareness through: - Talking about their own way of life and different ways of life seen in some religions; - Being able to value their own way of life as well as that of others; - 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.