

Skills and learning

Religious education

This document highlights those statements or sections in the national exemplar programmes of study for religious education that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



Developing thinking

Schools should provide opportunities, where appropriate, for learners to develop and apply their thinking across the curriculum through the processes of planning, developing and reflecting.

In religious education, learners develop thinking skills through a range of activities. Learners ask fundamental questions which are raised by human experience, the world and aspects of religion. They explore and make links between the religious beliefs, teachings and practices that they study. They plan investigations by gathering and utilising a range of religious and non-religious sources and use these to evaluate and justify their personal responses. They use a range of critical and creative problem solving techniques in order to develop ideas and explore and challenge interpretations, preconceptions and possibilities.

In religious education, opportunities to develop thinking apply throughout the Skills and Range sections of the national exemplar programmes of study for Key Stages 2, 3 and 4 and Post-16.



Developing communication

Schools should provide opportunities, where appropriate, for learners to develop and apply their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In religious education, learners develop skills in oracy, reading and writing, and wider communication skills through a range of activities. Learners ask questions, communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity. They listen carefully to others, noting the strengths and weaknesses of viewpoints or lines of reasoning. They use different reading/writing strategies depending on the investigation or activity they are undertaking and show increasing understanding of religious/symbolic language with a growing awareness of the range of possible interpretation.

In religious education, opportunities to develop communication apply throughout the Skills and Range sections of the national exemplar programmes of study for Key Stages 2, 3 and 4 and Post-16.



Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In religious education, learners use ICT: to communicate and share information (using, for example, e-mails and PowerPoint); to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources including CD-ROMs, etc.; to support oral presentations and the creation of ideas and strategies to improve the impact of their work.

Key Stage 2

Skills

Expressing personal responses

Pupils should be given opportunities to:

- use ICT and other means to gain access to information and to communicate religious concepts.

Key Stage 3

Skills

Expressing personal responses

Pupils should be given opportunities to:

- use ICT and other means to gain access to information and to communicate religious concepts.

Key Stage 4 and Post-16

Skills

Expressing personal responses

Pupils should be given opportunities to:

- use ICT and other means to gain access to information and to communicate religious concepts.



Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In religious education, learners develop skills in the application of number by using information such as ordering events in time, by measuring time through the calendars of various religions, by calculating percentages of tithing, and by considering the significance of number within religions. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.

In religious education, there no explicit references to developing number.



Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

Religious education contributes to the Curriculum Cymreig by allowing learners to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales past and present. By using a range of stimulating resources from the locality learners are challenged to ask fundamental questions about meaning and the purpose of life, and the significance and impact of religion and religious thinking on twenty-first century society. Such insight supports social cohesion, cultural/religious awareness and cooperation within society and individual communities.

Key Stage 2

Range

Human experience

Pupils should be given opportunities to develop skills through engaging with:

- belonging – how local believers, through home/community celebrations, share a sense of identity and commitment.

Key Stage 3

Skills

Exploring religious beliefs, teachings and practice(s)

Pupils should be given opportunities to:

- explain how religion impacts on the lives of individuals, local communities and wider society, using a range of interpretations.

Key Stage 4

Range

Pupils should be given opportunities to develop skills through engaging with:

The world

- the place, purpose and value of life – the reciprocal influence and impact of religion on relationships, communities and cultures in Wales, Europe and the World, e.g. the challenges of relationships (human/Divine); the future of community; diversity of culture and religion
- the natural world and living things – ways in which religion inspires people to take action within the local and global community, e.g. local, national and global aid agencies; the influence of religion on citizenship; stewardship; sustainability; animal rights; sanctity of life.

Human experience

- authority and influence – the impact that religion has in the decision making process of individuals and communities in Wales, Europe and the World, e.g. challenges to religious freedom; freedom of speech/information/movement; sacred/secular laws; human/civil rights; conscience, justice, liberation, war, peace; reconciliation.

Post-16

Range

Human experience

Pupils should be given opportunities to develop skills through engaging with:

- belonging – Wales and the global village's implications for religion, e.g. multicultural society; pluralism; richness and diversity; global accessibility; erosion of traditional values; rise of electronic communication and the breakdown of relationships.



Personal and social education

Schools should provide opportunities, where appropriate, for learners to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Religious education contributes to personal and social education through exploration of the spiritual, moral, social and cultural dimensions. Learners develop understanding of and respect for various world religions and explore how religion impacts on decisions made, and lifestyles adopted by individuals and societies within various cultures around the world. Learners focus on the desire of many religions to foster values and aspirations such as equality, justice, responsibility, peace and morality through such things as social action, sustainability and global citizenship. Learners will also be encouraged to question the values and aspirations of their own lives, the lives of others and of society.

PSE applies throughout the Skills and Range sections of the national exemplar programmes of study for Key Stages 2, 3 and 4 and Post-16.



Careers and the world of work

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

Religious education contributes to careers and the world of work by providing insight into how religion influences believers in their choice of career and the standards expected of them in their working lives. Community cohesion and understanding in the work place can be enhanced through knowledge of essential religious, cultural and ethical beliefs and practices (e.g. dress codes, festivals, death rituals, etc.). These are essential knowledge for occupations such as medicine, politics, law and education, as well as for occupations relating to travel, entertainment, media and the armed forces, and in fact for all citizens in our multicultural world.

In the drive to create a just and equitable society learners can evaluate various religious and moral perspectives relating to, for example, employment rights, ethical entrepreneurship, business ethics, money lending/borrowing, and promoting sustainable green industrial processes and practices. In addition, RE contributes a variety of transferable skills such as insight, problem solving, critical thinking, the ability to evaluate differing perspectives and weigh up consequences, etc. All of these skills underpin many of the qualities needed in today's challenging, complex and ever changing world of work.

In religious education, there are no explicit references to careers and the world of work.