

Ways of Knowing

The 3 ways of knowing describe the skills that our pupils will develop as they progress through the RE curriculum. (Understand, discern and respond). These supersede age related standards and levels.

Understand (Head)	Discern (Heart)	Respond (Hands)
In this way of knowing, you are aiming to help pupils to be able to understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	In this way of knowing, you are aiming to help pupils to be able to judge wisely in response to different interpretations of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to help pupils reflect personally and with integrity on what they have learned and consider the implications for action these may have for their own lives and the world in which they live
In this way of knowing, pupils will deepen their understanding by developing the skills to: • Remember and apply the meanings of key texts, beliefs, and concepts. • Provide explanations by making links between religious texts, beliefs, and practices. • Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: • Think creatively and critically, testing ideas by imagining other possibilities. • Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews. • Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful.	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: • Reflect on the meaning of what they have learned for their own lives. • Dialogue with others to understand themselves and others better. • Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

