

The aims of RE

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious worldviews, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religious and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious worldviews, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious worldviews, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in Devon and Torbay, and how they help pupils to achieve the threefold aims above.

Notes:

These aims incorporate the former attainment targets of ‘learning about religion’ and ‘learning from religion’.

This agreed syllabus builds on the good practice from the 2004 *Non-statutory Framework for RE*, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council’s non-statutory framework from 2013.³ It draws on the developments in RE in the last decade, and responds to national reports including Martha Shaw and Adam Dinham (2015) *RE for REal: The Future of Teaching and Learning about Religion and Belief. Project report*. (University of London: Goldsmiths); Commission on RE (2018) *Religion and Worldviews: The way forward* (London: RE Council); Céline Benoit, Timothy Hutchings and Rachael Shillitoe (2020) *Worldview: a multidisciplinary report*. (London: Religious Education Council); Ofsted Education Inspection Framework (2019); the Ofsted Research Review in Religious Education (2021); Stephen Pett (2024) *Developing a Religion and Worldviews approach in Religious Education in England: a Handbook for curriculum writers* (London: RE Council).

3 *A Curriculum Framework for Religious Education in England* (REC 2013).