

Diversity Dexterity at Bretherton

It is vital that the Religious Education at Bretherton encourages pupils to develop positive attitudes to their learning, and to the beliefs and values of others. Continually throughout our lives we encounter things that are unusual, strange and sometimes puzzling. We meet people who are different to ourselves. In order to be able to make sense of these experiences and build an understanding of equity, diversity and justice across the world community, we all need, as human beings, to develop the following four attitudes.

Self-awareness in religious education includes pupils

- 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.

Respect for all in religious education includes pupils

- 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.

Open-mindedness in religious education includes pupils

- 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.

Appreciation and wonder in religious education includes pupils

- 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.