

A dark grey arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

The 4 elements

- Self
- Others
- Beyond
- Nature



The 4 elements

➤ Self

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity



The 4 elements

➤ Others

- Empathy and understanding; respect
- To love and be loved (loving your neighbour)
- Making a difference; duty



The 4 elements

- Beyond (transcendence)
 - Encountering/experiencing God (having a sense of what lies beyond the material/physical)
 - Ability to ask and discuss the 'Big Questions' (eg about life, death, suffering, nature of God)
 - Opportunities for prayer, connecting with God
 - Making sense of the world



The 4 elements

► Nature

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

Windows, mirrors, doors

- **WINDOWS:** giving the children opportunities to become aware of the world in new ways; to wonder about life's WOWs (things that are amazing) and Oohs (things that bring us up short). In this, children are learning about life in all its fullness and glory.
- **MIRRORS:** giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others. ***MIRRORS** throughout high quality RE lessons, children are consistently challenged to reflect on their learning about religion to help them learn from religion, regardless of whether they have a specific faith*
- **DOORS:** giving children opportunities to respond to do all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this way they are learning to live by putting into action what they are coming to believe and value. (Courageous Advocacy)