

Nateby Primary School



RELIGIOUS EDUCATION AT NATEBY PRIMARY SCHOOL

How will R.E. be taught?

Intent

At Nateby Primary School our R.E. curriculum engages pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development. We provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain and encourage them to develop a positive attitude towards other people who hold religious beliefs different from their own. By providing opportunity for discussion and exploration we hope to enable the children to become aware of their own beliefs and values and to be tolerant, compassionate and respectful towards the beliefs and values of others.

How pupils at Nateby will learn through and about Religious Education

Implementation

Reception and Religious Education

During EYFS children access their learning through story and experiential learning. They listen to music, share and re-tell stories and take part in craft activities and role-play linked to the major religions. The focus of their learning is to develop an early awareness and tolerance of the similarities and differences between people and their beliefs. They will consider their own values and the things that are important to them, whilst embracing those which are special to others.

End of EYFS

- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places and objects.

Key Stage 1

The non-statutory guidance for Religious Education suggests that pupils should be taught:

- to explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- identify and suggest meanings for religious symbols and begin to use a range of religious words.
- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas
- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Key Stage 2

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources.
- a reflect on what it means to belong to a faith community, communicating their own and others’ responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others’ views of religious truth and belief, expressing their own ideas
- reflect on ideas of right and wrong and their own and others’ responses to them
- reflect on sources of inspiration in their own and others’ lives.

At Nateby Primary School the children follow a two- year rolling programme. As part of this programme they will be introduced to the major world religions on a number of occasions deepening their awareness and understanding each time. They are taught to consider the values that are important to them as well as showing respect for those which hold value for others.

Academic Year 2025 - 2026

	Autumn Term		Spring Term		Summer term	
Class1 Reception and Year 1	Christianity: The Creation Story Key Objs: To a explore a range of religious stories.	Judaism: Introducing the synagogue, Torah and the festival of Hanukkah. Key Objs: Name and explore a range of	Sikhism: Introducing the Gurdwara and the festival of Vaisakhi Key Objs: Name and explore a range of	Christianity: The Good Samaritan & The Easter Story Key Objs: To a explore a range of religious stories. Identify the importance, for some people, of belonging to a religion	Other beliefs e.g. Humanism/ Pagan: Special places Key Objs Name and explore a range of celebrations, worship and rituals	Christianity: Noah’s Ark & Moses Key Objs: To a explore a range of religious stories. Identify the importance, for some people, of belonging to a religion and recognise the

	<i>Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their live</i>	<i>celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their live</i>	<i>celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their live</i>	<i>and recognise the difference this makes to their live</i>	<i>in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their live</i>	<i>difference this makes to their live</i>
Class2 Year 2&3	<p>Judaism: Worship & Festivals</p> <p>Key Obj: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with,</i></p>	<p>Christianity: Advent & The Christmas Story</p> <p>Key Obj: <i>To a explore a range of religious stories and sacred writings and talk about their meanings. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</i></p>	<p>Sikhism: Worship & Festivals</p> <p>Key Obj: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with,</i></p>	<p>Christianity: The Church & Easter Worship</p> <p>Key Obj: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their live</i></p>	<p>Other beliefs e.g. Humanism/ Pagan: Key beliefs & festivals</p> <p>Key Obj: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with,</i></p>	<p>Christianity: Symbols & Ceremonies of faith.</p> <p>Key Objs: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</i></p>

	<i>beliefs and teachings</i>		<i>beliefs and teachings</i>		<i>beliefs and teachings</i>	
Year4	<p>Christianity Research where Christianity originated, learn about special places linked to Christianity and about key festivals in Christian life.</p> <p>Key Obj: <i>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</i></p>	<p>The Bible Consider the authorship of the Bible, discussing the Christian belief that it is the Word of God whilst finding out about different writers of books in the Bible</p> <p>Key Obj: <i>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</i></p>	<p>Food & Fastening Exploring the roles that food takes in Christianity, Judaism and Islam.</p> <p>Key Obj: <i>Describe the variety of practices and ways of life in religions and understand how these stem from beliefs and teachings. Identify and describe similarities and differences between religions. Discuss their own and others' views of religious truth and belief, expressing their own.</i></p>	<p>Buddhism Learn where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life.</p> <p>Key Obj: <i>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</i></p>	<p>Pilgrimages Learn about what a pilgrimage is for both secular and religious people.</p> <p>Key Obj: <i>Describe the variety of practices and ways of life in religions and understand how these stem from beliefs and teachings. Identify and describe similarities and differences between religions. Discuss their own and others' views of religious truth and belief, expressing their own.</i></p>	

<p>Class3 Year 5&6</p>	<p>People of Faith Learn about the lives of people of faith from different religions considering how their faith and beliefs have influenced them to overcome challenging circumstances. Comparing and contrasting.</p> <p>Key Obj: <i>Identify and describe similarities and differences between religions. Learn about how people respond to the challenges of commitment. Reflect on sources of inspiration in their own and others' lives.</i></p>	<p>Forgiveness Explore what is meant by forgiveness and the role forgiveness plays in world religions (with a particular focus on Buddhism and Judaism)</p> <p>Key Obj: <i>Describe the variety of practices and ways of life in religions and understand how these stem from beliefs and teachings. Identify and describe similarities and differences between religions.</i></p>	<p>Peace Compare and contrast the concept of peace across religions.</p> <p>Key Obj: <i>Describe the variety of practices and ways of life in religions and understand how these stem from beliefs and teachings. Identify and describe similarities and differences between religions.</i></p>
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Academic Year 2026 - 2027

	Autumn Term		Spring Term		Summer term	
<p>Class1 Reception and Year 1</p>	<p>Christianity: The Church</p> <p>Key Objs: <i>To a explore a range of religious stories. Identify the importance, for some people, of belonging to a religion and recognise the</i></p>	<p>Hinduism: Places of worship & Special books.</p> <p>Key Objs: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a</i></p>	<p>Christianity: Jonah and the whale & The Easter Story</p> <p>Key Objs: <i>To a explore a range of religious stories. Identify the importance, for some people, of</i></p>	<p>Buddhism: Introducing the temple, The story of Buddha and Wesak</p> <p>Key Objs: <i>Name and explore a range of celebrations, worship and rituals in religion, noting</i></p>	<p>Islam: Places of worship & special books</p> <p>Key Objs: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the</i></p>	<p>Christianity: Daniel and the Lions David and Goliath</p> <p>Key Objs: <i>To a explore a range of religious stories. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their live</i></p>

	<i>difference this makes to their live</i>	<i>religion and recognise the difference this makes to their live</i>	<i>belonging to a religion and recognise the difference this makes to their live</i>	<i>similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their live</i>	<i>importance, for some people, of belonging to a religion and recognise the difference this makes to their live</i>	
Class2 Year 2&3	Hinduism: Worship & Festivals Key Obj: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</i>	Christianity: The Christmas Story & Epiphany Key Obj: <i>To a explore a range of religious stories and sacred writings and talk about their meanings. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teaching</i>	Christianity: The Stations of the Cross. Key Obj: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</i>	Buddhism: Worship & Festivals Key Obj: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</i>	Islam: Key beliefs & festivals Key Obj: <i>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</i>	Nature and God How nature can be important across religions and encourage them to make links between religions. Key Obj: <i>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings Identify and begin to describe the similarities and differences within and between religions.</i>
Year4	Christianity	The Bible Consider the authorship	Food & Fastening		Buddhism	Pilgrimages

	<p>Research where Christianity originated, learn about special places linked to Christianity and about key festivals in Christian life.</p> <p>Key Obj: Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p>	<p>of the Bible, discussing the Christian belief that it is the Word of God whilst finding out about different writers of books in the Bible</p> <p>Key Obj: Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p>	<p>Exploring the roles that food takes in Christianity, Judaism and Islam.</p> <p>Key Objs: <i>Describe the variety of practices and ways of life in religions and understand how these stem from beliefs and teachings.</i> <i>Identify and describe similarities and differences between religions.</i> <i>Discuss their own and others' views of religious truth and belief, expressing their own.</i></p>	<p>Learn where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life.</p> <p>Key Objs: <i>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</i></p>	<p>Learn about what a pilgrimage is for both secular and religious people.</p> <p>Key Objs: <i>Describe the variety of practices and ways of life in religions and understand how these stem from beliefs and teachings.</i> <i>Identify and describe similarities and differences between religions.</i> <i>Discuss their own and others' views of religious truth and belief, expressing their own.</i></p>
<p>Class3 Year 5&6</p>	<p>Worship Explore what worship is, what it means to religious believers and how believers worship differently.</p> <p>Key Obj: <i>Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</i></p>	<p>Crucifixion Learn the key aspects of the Easter story and focus on the question 'was Jesus' death part of God's plan'?</p> <p>Key Obj: <i>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</i></p>	<p>Justice and freedom Read a range of stories, from different world religions, examining the concepts of justice and freedom</p> <p>Key Obj: <i>Describe and begin to understand religious and other responses to ultimate and ethical questions.</i> <i>Discuss their own and other's views of religious truth and belief.</i></p>		

	EYFS	KS1	LKS2	UKS2
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<p>Beliefs and Teachings</p>	<p>Children begin to recall and name different religions. Children take part in role-play and craft activities linked to the festivals of different world religions.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise the names of the main religions. b participate in activities linked to one of the main festivals of a religion. 	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; b describe some of the main festivals of a religion. 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books. 	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society.
<p>Rituals, ceremonies and Lifestyles</p>	<p>Children begin to explore practices and rituals of religions, participating in some religious practices. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> a Children talk about events in their own lives and the lives of family members. b They know that other children don't always enjoy the same things, and are 	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> c recognise, name and describe religious artefacts, places and practices; d explain religious rituals and 	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify religious artefacts 	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain practices and

	sensitive to this.	<p>ceremonies and the meaning of them, including their own experiences of them;</p> <p>e observe when practices and rituals are featured in more than one religion or lifestyle.</p>	<p>and how they are involved in daily practices and rituals;</p> <p>b describe religious buildings and how they are used;</p> <p>c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p>	<p>lifestyles associated with belonging to a faith;</p> <p>b explain practices and lifestyles associated with belonging to a non-religious community;</p> <p>c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</p> <p>d show an understanding of the role of a spiritual leader.</p>
How beliefs are expressed	<p>Children explore a range of stories and the traditions from which they come. They can talk about some religious stories. Children begin to recognise different symbols.</p> <p>Children can:</p> <p>a talk about some important religious stories; retell through small world or roleplay religious stories</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <p>a name religious symbols and the meaning of them;</p> <p>b learn the name of important religious stories; retell religious stories and suggest meanings in the story</p>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <p>a begin to identify religious symbolism in different forms of art and communication;</p> <p>b looking at holy texts and stories, explain meaning in a story;</p> <p>c express their beliefs in</p>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <p>a explore religious symbolism in literature and the arts;</p> <p>b explain some of the different ways individuals show their beliefs;</p> <p>c share their opinion or</p>

			different forms, with respect for others' beliefs and comparing beliefs.	express their own belief with respect and tolerance for others.
Reflection and Personal Growth	<p>Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children can:</p> <ul style="list-style-type: none"> a talk about special events they have experienced. b Talk about the similarities and differences between people. 	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people. 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences. 	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and

				respond sensitively.
Values	<p>Children talk about and share how many people's values are an important aspect of their lives. Children listen to religious stories. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain how actions can affect other people; b talk about how their behavior can have an impact on others. 	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals. 	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own. 	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; c express their own values while respecting the values of others.

Wider Experiences and Cultural Capital:

As you will see from the curriculum map above there are many planned opportunities for pupils at Nateby to engage with the values, beliefs and customs of the major world religions. In addition to this we plan other experiences for our pupils so that they have a broad experience of religion and how it is integrated in to our society today. Examples are: visits from other faith leaders, visits to places of worship from a variety of faiths and visits from the 'Open the Book' team who deliver Bible stories in whole school worship

Covid 19 response:

On return to school and resuming normal teaching we have ensured we assess the needs of our children and endeavoured to adapt planning to meet those needs. We use direct teaching focused on any skills that need refreshing and reminders of what we have learnt already. We also endeavour to re-ignite children's enthusiasm for the subject where it has not been a priority at home.

IMPACT:

We believe that the impact of our RE curriculum will be that children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our suggested lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.