



Spiritual, Moral, Social and Cultural Development within R.E.



Year	Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
3	Daily collective worship with reflection time. Themed assemblies are built into the year, and incorporate special days from all faiths, values (including ASPIRE) and themes relevant to local and national events. Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Christianity) Exploring Places of Worship (Christianity and Islam focus) (Autumn) The experience of prayer (Summer) How do religions teach about how we should live our lives? (Summer) Are religious teachings about how we should live still helpful in the 21st Century? (Summer) The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing	Linking the actions of Christians (and others of different religions and worldviews) in their treatment of others, and how this relates to their faith (Spring) Do we need rules to live by? (Summer) Where do our ideas of right and wrong come from? (Summer) What do religions teach about how we should live our lives? (Summer)	Appreciating, appraising and sharing experiences and ways of expressing meaning from a variety of faiths (both with regard to the children themselves, and of those religions and worldviews studied) To be able to provide clear reasons for their views and the connections that they make (Autumn) Why is community important? (Spring) Which communities am I a part of? (Spring) What evidence is there of religious belief in our community? (Spring)	What does it mean to be a Christian in Britain today – developing an understanding of how Christianity has shaped their heritage (Spring) Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied) Exploring Places of Worship (Christianity and Islam focus) (Autumn) Exploring the rules of guidance used by believers and how we can apply that when working with others from different cultures. (Summer)	Recognising the diversity which exists within and between communities (specifically the Christian community) and amongst individuals within Britain today (mutual respect) Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all (tolerance) Pupils are taught and able to apply speaking and debating skills throughout their RE lessons so that they are well prepared to engagement with modern life and feel sufficiently confident and self-assured to present their own point of view without hesitation. The principle of democracy is explored RE as well as in assemblies. (Democracy) Children are encouraged to voice their opinions and to shape their thinking through enhanced knowledge and understanding (Individual Liberty)
4	Daily collective worship with reflection time. Themed assemblies are built into the year, and incorporate special days from all faiths, values (including ASPIRE) and themes relevant to local and national events. Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity)	Linking the actions of Hindus (and others of different religions and worldviews) in their treatment of others, and how this relates to their faith (Autumn) Looking at Jesus as an inspirational figure (Spring) Looking at religious commitment within a range of faiths, and what this involves (Summer)	Appreciating, appraising and sharing experiences and ways of expressing meaning from a variety of faiths (both with regard to the children themselves, and of those religions and worldviews studied) To provide good reasons for the views they have and the connections they make. (Autumn)	Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied) What do festivals mean in the lives of individuals and communities? (Summer) How do festivals express important beliefs and events in each religion? (Summer)	Recognising the diversity which exists within and between communities (specifically the Christian community) and amongst individuals within Britain today (mutual respect) Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all (tolerance) Pupils are taught and able to apply speaking and debating skills throughout their RE lessons so that they are well prepared to engagement with modern

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	What do our celebrations show about what we think is important in life? (summer) What do different religions say about how the universe and life came about? (Autumn) What does science teach us about creation? (Autumn) What, if anything, is the purpose of life? (Autumn) Compare different ideas about creation and human and animal life in the traditions studied. (Spring) The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing	Why does it matter how we treat the world? (Autumn) What responsibilities do we have to the natural world and why? (Autumn)			life and feel sufficiently confident and self-assured to present their own point of view without hesitation. The principle of democracy is explored RE as well as in assemblies. (Democracy) Children are encouraged to voice their opinions and to shape their thinking through enhanced knowledge and understanding (Individual Liberty)
5	Daily collective worship with reflection time. Themed assemblies are built into the year, and incorporate special days from all faiths, values (including ASPIRE) and themes relevant to local and national events. Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) Ask important questions about religious experience and suggest answers that refer to traditions of religion and belief. What are the key stages of life and why are they important? (Spring)	The 5 Pillars of Islam and the Qur'an - linking the Muslim forms of guidance to those forms of guidance experienced by all pupils (Autumn) What would Jesus do – the example and teachings of Jesus and their relevance to his followers and the modern world (Spring) Make links between the life and teachings of religious leaders in the actions of the believer. (Spring) What makes life so important? (Summer)	Appreciating, appraising and sharing experiences and ways of expressing meaning from a variety of faiths (both with regard to the children themselves, and of those religions and worldviews studied) Describe how symbolism helps believers to express their faith in everyday life. (Autumn)	Learning about the beliefs, values and history behind Britain's Judeo-Christian heritage, including how they shape their surroundings (Summer) Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied) How can celebrating rites of passage affect how individuals and community's live life? (Summer) What do the rites of passage tell us about religious beliefs about and attitudes towards life and God? (Summer) Describe and compare how important aspects of religion or belief are celebrated and remembered by different communities (Autumn)	Recognising the diversity which exists within and between communities (specifically the Christian community) and amongst individuals within Britain today (mutual respect) Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all (tolerance) Pupils are taught and able to apply speaking and debating skills throughout their RE lessons so that they are well prepared to engagement with modern life and feel sufficiently confident and self-assured to present their own point of view without hesitation. The principle of democracy is explored RE as well as in assemblies. (Democracy) Children are encouraged to voice their opinions and to shape their thinking through enhanced knowledge and understanding (Individual Liberty)

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6	Daily collective worship with reflection time. Themed assemblies are built into the year, and incorporate special days from all faiths, values (including ASPIRE) and themes relevant to local and national events. Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing (Spring) Knowing where to turn when life gets tough (Summer) What is most important to us and how do we express this? (Autumn) What do I believe about what it means to be a person? (Autumn) Is there any point to worship? (Autumn) Describe and explain different ideas about God with reference to religious and non-religious points of view. (Autumn) Describe how believers develop their relationship with God through pilgrimage and personal spiritual experience. (Spring)	What matters most to Christians and Humanists – identifying values, moral codes and moral concepts; expressing their ideas about them (Autumn) The concept and practice of charity (Spring) How do I show that places are special to me and how does this affect my life? (Spring) Describe how inner feelings, beliefs and experiences are expressed in religion and in life? (Spring) What do all religions have in common? (Spring) Where do people's views and beliefs come from? (Spring)	Appreciating, appraising and sharing experiences and ways of expressing meaning from a variety of faiths (both with regard to the children themselves, and of those religions and worldviews studied) What difference does going on a pilgrimage have on the lives of individuals and communities? (Spring) Exploring how communities' bond and come together using shared beliefs and experiences EG: pilgrimages. (Spring)	Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in those faiths and worldviews studied) What is meant by the term diversity? Why are there different views, beliefs and traditions in each religion? What do different styles and places of worship and other religious practices and forms of expression within faiths show about their different beliefs? Given all these differences, how can communities learn to live together? (Summer)	Recognising the diversity which exists within and between communities (specifically the Christian community) and amongst individuals within Britain today (mutual respect) Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all (tolerance) Pupils are taught and able to apply speaking and debating skills throughout their RE lessons so that they are well prepared to engagement with modern life and feel sufficiently confident and self-assured to present their own point of view without hesitation. The principle of democracy is explored RE as well as in assemblies. (Democracy) Children are encouraged to voice their opinions and to shape their thinking through enhanced knowledge and understanding (Individual Liberty) Year 6 Students are also encouraged to put themselves forward as a candidate for house or sports captain in the autumn term, and then participate in the school's elections that take place in our collective worship assemblies (Democracy)