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

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| **Year Group** | **Spiritual Development** | **Moral Development** | **Social Development** | **Cultural Development** | **British Values** |
| **3** | Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)The experience of prayer **(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)** | 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 does it mean to be a Christian in Britain today – developing an understanding of how Christianity has shaped their heritage **(Spring)**Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritageExploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied)  | Recognising the diversity which exists within and between communities (specifically the Christian community) and amongst individuals within Britain todayEnquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all **(tolerance)** |
| **4** | Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)The experience of puja, aarti and bhajans **(Autumn)**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 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) | Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritage Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied) | Recognising the diversity which exists within and between communities (specifically the Hindu community) and amongst individuals within Britain todayEnquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all **(tolerance)** |
| **5** | Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing | 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)** | 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) | 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) | Recognising the diversity which exists within and between communities (specifically the Muslim community) and amongst individuals within Britain todayEnquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all (**tolerance)** |
| **6** | Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)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 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)** | 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) | Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritageExploring cultural and religious diversity locally and globally(both with regard to the children themselves, and in those faiths and worldviews studied) | Recognising the diversity which exists within and between communities and amongst individuals within Britain todayEnquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all **(tolerance)** |