

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

Year Group	Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
<b>3</b>	<p>Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)</p> <p>The experience of prayer <b>(Summer)</b></p> <p>The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing</p>	<p>Linking the actions of Christians (and others of different religions and worldviews) in their treatment of others, and how this relates to their faith <b>(Spring)</b></p>	<p>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)</p>	<p>What does it mean to be a Christian in Britain today – developing an understanding of how Christianity has shaped their heritage <b>(Spring)</b></p> <p>Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritage</p> <p>Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied)</p>	<p>Recognising the diversity which exists within and between communities (specifically the Christian community) and amongst individuals within Britain today</p> <p>Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all <b>(tolerance)</b></p>
<b>4</b>	<p>Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)</p> <p>The experience of puja, aarti and bhajans <b>(Autumn)</b></p> <p>The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing</p>	<p>Linking the actions of Hindus (and others of different religions and worldviews) in their treatment of others, and how this relates to their faith <b>(Autumn)</b></p> <p>Looking at Jesus as an inspirational figure <b>(Spring)</b></p> <p>Looking at religious commitment within a range of faiths, and what this involves <b>(Summer)</b></p>	<p>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)</p>	<p>Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritage</p> <p>Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied)</p>	<p>Recognising the diversity which exists within and between communities (specifically the Hindu community) and amongst individuals within Britain today</p> <p>Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all <b>(tolerance)</b></p>
<b>5</b>	<p>Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)</p> <p>The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing</p>	<p>The 5 Pillars of Islam and the Qur’an - linking the Muslim forms of guidance to those forms of guidance experienced by all pupils <b>(Autumn)</b></p> <p>What would Jesus do – the example and teachings of Jesus and their relevance to his followers and the modern world <b>(Spring)</b></p>	<p>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)</p>	<p>Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritage, including how they shape their surroundings <b>(Summer)</b></p> <p>Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied)</p>	<p>Recognising the diversity which exists within and between communities (specifically the Muslim community) and amongst individuals within Britain today</p> <p>Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all <b>(tolerance)</b></p>

6	<p>Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)</p> <p>The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing <b>(Spring)</b></p> <p>Knowing where to turn when life gets tough <b>(Summer)</b></p>	<p>What matters most to Christians and Humanists – identifying values, moral codes and moral concepts; expressing their ideas about them <b>(Autumn)</b></p> <p>The concept and practice of charity <b>(Spring)</b></p>	<p>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)</p>	<p>Learning about the beliefs, values and history behind Britain's Judeo-Christian heritage</p> <p>Exploring cultural and religious diversity locally and globally(both with regard to the children themselves, and in those faiths and worldviews studied)</p>	<p>Recognising the diversity which exists within and between communities and amongst individuals within Britain today</p> <p>Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all <b>(tolerance)</b></p>
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