

## Supporting Spiritual, Moral, Social and Cultural Development within RE

- Children are provided with opportunities to be reflective about their own beliefs and perspectives on life, religious or otherwise. We ensure that all children have a knowledge of and respect for different peoples' faiths, feelings and values.
- Often, concepts will prompt reflection over moral and ethical issues, right and wrong, and how behaviours can affect others.
- Children will discuss these and develop the ability to understand and appreciate the views of others while applying this in the context of their own lives as well as the lives of people who may have different beliefs.

We encourage children to celebrate and share with us the experiences of their own religion and culture.

### Links with other subject areas

When contextualising the theme by looking at specific religions and practices, children will be shown the geographical location of key sites within the religion and place key events on the historical timeline.

There is a strong correlation between elements of the RE curriculum and the PDL programme of study in relation to a child's personal development and including aspects of Spiritual, Moral, Social and Cultural Development.

Our Assembly Programme includes key dates from the religious calendar.

### Research Base:

Clive Erricker: Primary Religious Education - A New Approach  
Hampshire County Council: The Living Difference III

# Teaching and Learning in RE



Hamble Primary School

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By working together we help our children to succeed.

At Hamble Primary School we take the basis of our RE teaching from the prescribed syllabus 'The Living Difference III'.

<http://documents.hants.gov.uk/education/LivingDifferenceIII-March2017.pdf>

This approach is consistent with the United Nations Convention on the Rights of the Child, particularly Articles 12, 13, 14 and 30 and supports our approach to rights respecting education.

Each RE unit of work has a key concept as its basis. The children will learn about and reflect on how this theme is embodied in different religions and practices, before applying this to their own life and experiences.

Each RE unit will focus on one or more **specific skills**.

The skills we teach are:

- **Use appropriate vocabulary** when describing and discussing beliefs, values, practices and ways of life within any religion.
- **Make connections** between the study of religion and belief and personal reflections on meaning and purpose.
- **Discuss and evaluate** values and beliefs.
- **Think critically**, being able to ask significant and highly reflective questions about religion and participate in discussions about these

## RE Learning Journey at Our School

**1. Enquire:** What is the key concept of this unit and what is the children's current understanding of this? Once the concept has been explained, children begin to engage intellectually with it and ask questions about its relevance in different religious contexts.

**2. Contextualise:** Examine the concept in specific context, through investigating the activities of a religious community. A non-religious context may be used if it enhances the enquiry. Children will appreciate further viewpoints and see how people's lives are changed by their experience of the concept.

**3. Evaluate:** Children examine and evaluate the concept from the viewpoint of someone living *within* a religious life as well as discern what may be of value in the religious (or non-religious) experience of the concept for them, from their own point of view.

**4. Communicate:** Explore and articulate their own responses in relation to their own and others' experiences.

**5. Apply:** Understand how the key concept relates to a range of experiences and different situations, including where challenges and complexities may exist.