



## SMSC in Religious Education at Crudgington Primary School

### **Spiritual**

Explore beliefs and experience; respect faiths, feeling and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning willingness to reflect on their experiences

### **At Crudgington Primary we foster spirituality by:**

Through our teaching of Religious education, we give our pupils opportunities to explore the values and beliefs of others and allow them to develop a respect for these. Through these experiences, children are filled with a sense of awe and wonder in their learning, about themselves and others around them. We help children to enhance their own spiritual development through reflection of values, beliefs and experiences and encourage them to develop their own beliefs and to express their feelings and emotions in their learning.

### **Moral**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understand of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

### **At Crudgington primary School we foster morality by:**

Moral development in Religious Education allows children the ability to recognise the difference between right and wrong. Children are given the opportunity to explore different ethical issues and moral values, including through stories, and to apply their own understanding to these. Children will learn to empathise and to understand the consequences of their own and others' actions

### **Social**

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### **At Crudgington Primary School we foster social interaction by:**

Moral development in Religious Education allows children the ability to recognise the difference between right and wrong. Children are given the opportunity to explore different ethical issues and moral values, including through stories, and to apply their own understanding to these. Children will learn to empathise and to understand the consequences of their own and others' actions.

#### **Cultural**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wider range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

#### **At Crudgington Primary School we foster culture by:**

Religious Education allows pupils to have an awareness and understanding of a range of beliefs and practices in the community and the wider world. At Beaufort, we encourage children to have an understanding and appreciation of a range of cultures that have helped shape their own culture, heritage and development. Children will develop a respect for cultural diversity and be encouraged to both understand and celebrate diversity.