

Singleton Church of England Primary School

Mapping SMSC through **CARE** in the Curriculum – RE

Children benefit from spiritual learning in RE by experiencing fascination, awe, and wonder. However, they also experience more challenging ‘Ouch’ moments that make them feel sad. They can explore the values and beliefs of others, understanding human feelings and emotions through imagination and creativity in learning. Moral education is developed by investigating moral and ethical issues, recognising what is right and wrong, which they can apply to their everyday lives. The study of RE also helps them to understand the consequences of actions; knowledge and ability to develop personal qualities and social skills so that they can participate and cooperate in resolving conflicts, which helps to deepen an understanding of how communities and society function. Our RE curriculum enables children to explore, understand, and respect diversity, deepening their cultural experiences. They are therefore better able to participate in and respond to cultural activities, understanding and appreciating personal influences. SMSC through CARE enables our children to deepen their learning in RE and RE as an academic subject supports our children’s SMSC development

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- Linking the actions of Christians (and others of different religions and worldviews) in their treatment of others, and how this relates to their faith
- Where do our ideas of right and wrong come from?
- What do religions teach about how we should live our lives?
- Looking at religious commitment within a range of faiths, and what this involves
- Why does it matter how we treat the world?
- What responsibilities do we have to the natural world and why?
- The concept and practice of charity
- How do I show that places are special to me and how does this affect my life?
- Describe how inner feelings, beliefs, and experiences are expressed in religion and in life.
- What matters most to different religious communities identifying values, moral codes, and moral concepts; expressing their ideas about them
- The concept and practice of charity
- How do I show that places are special to me and how does this affect my life?
- Describe how inner feelings, beliefs, and experiences are expressed in religion and life.

A – Aspiration – Cultural

- What does it mean to be a Christian in Britain today – developing an understanding of how Christianity has shaped their heritage
- Exploring cultural and religious diversity locally and globally (both about the children themselves and in the faiths and worldviews studied)
- Exploring Places of Worship
- Exploring the rules of guidance used by believers and how we can apply that when working with others from different cultures.
- What do festivals mean in the lives of individuals and communities?
- How do festivals express important beliefs and events in each religion? Exploring cultural and religious diversity locally and globally (both about the children themselves, and in the faiths and worldviews studied)
- How can celebrating rites of passage affect how individuals and communities live life?
- What do the rites of passage tell us about religious beliefs about and attitudes towards life and God?
- Exploring cultural and religious diversity locally and globally (both about 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?

R – Reflection – Spiritual

- Daily collective worship with reflection time.
- Themed worship is built into the year, and incorporates special days from all faiths, values, and themes relevant to local and national events.

E – Engagement – Social

- Appreciating, appraising, and sharing experiences and ways of expressing meaning from a variety of faiths (both about 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

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| <ul style="list-style-type: none"> • Responding to questions posed, and responses offered by sources of wisdom found in religions • Exploring Places of Worship • The experience of prayer • How do religions teach about how we should live our lives? • Are religious teachings about how we should live still helpful in the 21st Century? • The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing • What do our celebrations show about what we think is important in life? • What do different religions say about how the universe and life came about? • Compare different ideas about creation and human and animal life in the traditions studied • The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing • 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 • Describe and explain different ideas about God concerning religious and non-religious points of view. • Describe how believers develop their relationship with God through pilgrimage and personal spiritual experience | <ul style="list-style-type: none"> • Why is community important? • Which communities am I a part of? • What evidence is there of religious belief in our community? • Appreciating, appraising, and sharing experiences and ways of expressing meaning from a variety of faiths (both about the children themselves and of those religions and worldviews studied) • To provide good reasons for the views they have and the connections they make. • Appreciating, appraising, and sharing experiences and ways of expressing from a variety of faiths (both about the children themselves and of those religions and worldviews studied) • Describe how symbolism helps believers to express their faith by Appreciating, appraising, and sharing experiences and ways of expressing meaning from a variety of faiths (both about 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? • Exploring how communities bond and come together using shared beliefs and experiences EG: pilgrimages. |
| British Values <ul style="list-style-type: none"> • 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) | |