

## SMSC within Religious Education at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> </ul>	
Foundation Stage	<p>In the Foundation Stage most of the SMSC curriculum is taught through play based activities and interaction/discussion with peers. Opportunities for spiritual development come from thinking and talking about big questions and from reflecting on what is wonderful and awesome, reflecting on celebrations that are important to me and learning about and reflecting on different answers to the question 'Who am I?' and various ways in which we belong.</p>
Year 1	<p>There are many Opportunities for spiritual development in Year 1 as the children will begin to learn simply about and reflecting on important concepts and beliefs that are at the heart of religious traditions, and by sharing amazement and wonder. Noticing that a mystery can be answered by a belief. The children will develop Spiritually by considering how sacred stories and texts give guidance to some people, and beliefs lead to actions and reflect on Christian / Jewish stories and ideas or beliefs about creation. The children will think about how people express their beliefs and responses to God.</p> <p>Year 1 children will gain the opportunity for a class visit to a Church/Synagogue. In such buildings there is a sense of awe which will allow children to explore their spiritual development.</p>
Year 2	<p>Opportunities for spiritual development in Year 2 come from thinking about what makes a human being so special / important / sacred and recognising the humanity of others. The children will have time to discuss and reflect on key questions of meaning that are at the heart of religious traditions and practices.</p> <p>Children will consider how sacred texts give guidance to some people, and beliefs lead to actions. The SACRE scheme of work allows pupils to develop further by learning about and reflecting on the importance of the mosque as a place of worship for Muslims.</p> <p>In the spring term Year 2 children will get the opportunity to visit a Mosque.</p> <p>In such buildings there is a sense of awe which will allow children to explore their spiritual development.</p>
Year 3	<p>In year 3 Children will discuss and reflect on key questions of meaning and truth e.g. does good always win over evil? Is light stronger than darkness? This allows for further thinking and allows for opinions to be formed and questions to be asked.</p> <p>Opportunities for spiritual development come from exploring how people of faith respond to the needs of others and whether a having a faith makes a difference. Music as a form of spiritual expression is also relevant to the opportunities provided here.</p> <p>Children will also reflect on self-awareness and their own beliefs. Asking the question, 'Who influences my life?'</p>
Year 4	<p>Children in year 4 will develop Spiritually through an exploration of ways in which people express what matters most to them through images, words, action, and sacred spaces</p> <p>They will reflect on the awe and wonder of the world and thinking about ultimate questions of origins: where do we come from? Do we matter, and why?</p> <p>The SACRE scheme of work units allow for personal development by learning about and reflecting on important concepts, experiences and beliefs that are at the heart Christianity;</p>

Year 5	By Year 5 children will be thinking more philosophically about the world and beliefs/ideas within it. Children will learn how to engage with ideas about how trust in God or submission to God has an impact on the ways we behave. They will have formed their own ideas about prayer and God. They will develop Spiritually by reflecting on how key beliefs can make a difference to people's lives and actions.
Year 6	In Year 6 children will raise more self-awareness and ask the question, 'Who influences my choices about good and bad, right and wrong?' They will increase their capacity to use skills of empathic reflection, silence and inner thought. Opportunities for spiritual development come from understanding how art enables Christians to express their feelings and thoughts in worship, and considering their own self expression of deep ideas and beliefs. The children will develop attitudes of open minded and courageous engagement with different views.

**Whole School:**

Religious education in particular lends itself to spiritual development because of the subject matter it engages with; for example, its engagement with existential questions of meaning and purpose, its concern with beliefs and values and its focus on individuals and events, concepts and issues within which spiritual questions form an integral aspect.

Children can reflect on their lives and ask/answer key 'big' questions about life during class based thoughts for the day which allows development spiritually and socially.

Through religious and non-religious narrative with meaning, read during assemblies and in class work, children will develop spiritually. This, in turn, links to the idea of relationship, that spirituality derives from the fact that 'The story of my life is always embedded in the story of those communities from which I derive my identity' (MacIntyre 1985:221).

Throughout the whole school 'thoughts for the day' and class based worship or discussion aid development of children spiritually. Children who are developing **spiritually** in RE are creative, resourceful and able to identify and solve problems, have enquiring minds and think for themselves to process information, reason, and question and evaluate, know about big ideas and events that shape our world. This is taught as a whole school through celebration of Religious festivals, understanding of Religious issues and conflicts and looking after our world which are all addressed in whole school assemblies.

**As a whole school the teaching of spirituality in RE aims to create confident individuals** who have a sense of self-worth and personal identity taught through rewarding personal, group and class achievements throughout the school in Whole School Assemblies. We motivate children to relate well to others, form good relationships and deal well with their emotions. As a whole school we have systems for Rewards and Sanctions which are consistently used and teach children a range of ways to tackle their emotions from discussion to calming down activities. A particular example of this would be 'How do you feel today?' in the Sparklers Room and lighting a candle or putting on calming music to introduce an assembly or RE lesson.

Spiritual Development allows children to have a strong sense of their own place in the world.

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues</li> </ul>	
Foundation Stage	In the Foundation Stage there are opportunities for moral development from talking about what is fair and from working in teams and co-operating. The children will learn that each person is worth respecting even when we are different and that consideration needs to be taken to question the fairness of situations.
Year 1	Opportunities for moral development in Year 1 are made from discussing responsibilities for the world at present and simple ideas about 'green' living. This has a cross-curricular link to PSHE and science in the context of looking after the local environment. Children will develop morally through exploring simply how society is influenced by teachings and stories found in sacred texts. They will ask questions such as 'Why people do bad things and what good things we choose?'
Year 2	In Year 2, Opportunities for moral development come from recognising that we should treat everybody with respect even though we are all different. Activities such as role play and story boards will engage children to discuss what the right choice is? How do they know? They will also explore how society is influenced by teachings found in sacred texts and develop a sense of the importance of 'special' places. In Year 2 the children will be offered a trip to the central Mosque to enable them to notice and value diversity.
Year 3	Opportunities for moral development in Year 3 come from learning about our responsibility for others and thinking about concepts of right and wrong. The children will explore the influence of family, friends, and how society is influenced by beliefs, teachings and guidance from religious leaders. They will consider and question how religious beliefs lead to particular actions and practises.
Year 4	In Year 4 children will develop morally by thinking about goodness and spiritual life. They will continue building a respect for others' viewpoints and how they view the world and by developing insights into the value of the earth and environmental questions. They will also consider what is of ultimate value to their peers and believers through studying the key beliefs and teachings of Christianity.
Year 5	The Year 5 curriculum covers a lot of material relating to Moral development. Children will explore the moral choices we make by examining ideas of choice and responsibility and goodness for every child. They will develop a respect for those that are different to themselves with the possibility of a member of the church community to come into school so the children can ask or gain answers to particular questions surrounding Christianity. They will have opportunity to think about their own attitudes to generosity, wealth and poverty and also think about values and studying stories that express values. Higher level work explores the consequences of our choices in terms of good and bad, right and wrong. This reflects through their home life and school life and the choices or behaviour they make. In Year 5 there is also a possibility for a Christian church visit into school and Kaleidoscope which allows Moral Development by valuing diversity and considering others.
Year 6	In Year 6 Children will develop Morally by exploring the influence of family, friends, and how society is influenced by beliefs, teachings and guidance from religious leaders and scriptures. Opportunities for moral development come from recognising the rights of all and the need for acceptance in human communities. There is much more questioning philosophically in this year group to widen their moral understanding.

### Whole School

Moral development in RE may be described as young people gaining a sense of moral values from their experience of learning, enabling them to think and act responsibly, courageously and compassionately towards themselves, other people, society and the environment.

William Reynolds supports Moral development through Religious based discussions and stories in assemblies, the day to day decisions/choices the children make inclusive of behaviour, rewards and sanctions and the spectrum of Religions taught.

Encouragement through whole school to listen to others, take turns and fundamental system of rights and wrongs being identified from the Early Years onwards. Children are encouraged to use their 'please' and 'thank you' through praise and most children will consider others by smaller moral actions such as pulling out chairs, opening doors and walking through corridors.

Children are encouraged to relate well to others and form positive relationships with their peers and adults. As a school we have secure values and beliefs, and have principles to distinguish right from wrong to enable children to gain an understanding of Moralistic values.

Subject Leader Assemblies explain how children may have careers in the subject. Opportunities for circle time are given to discuss our own personal history and special events throughout the year such as birthdays and holidays. Collaborative learning opportunities give the opportunity to argue and reason their viewpoints with their peers.

The children's safety is paramount to William Reynolds. We have a Child Protection Team and all staff is trained in safeguarding. This enables the children to learn how to take managed risks but how to stay safe.

Pupils' social development is shown by their

- Use a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

<p>Foundation Stage</p>	<p>Opportunities for social development in the foundation Stage come from playing together collaboratively with other children and using any means of communication they feel necessary. Activities can be set up for example, telephone lines, jigsaws, building blocks. Each child will explore the questions 'where do I belong?' and 'Who am I?' as they begin to learn about school and home routines. During the year there will be opportunities to learn about religious celebrations such as Christmas, Easter and Diwali. During their learning they will concentrate on thinking about why times spent celebrating are enjoyable and happy.</p>
<p>Year 1</p>	<p>Social development in Year 1 comes from learning from each other's ideas and beliefs during discussion and from co-operative creative work. Children will consider how two different communities use their holy writings by working in teams and pairs on learning tasks. When exploring more about who they are they will focus on their similarities and differences and what it is that makes them unique. There will be an opportunity in Year 1 to visit a Church and/or Synagogue where the children will ask questions and explore the places of worship together. To do this they will need to interact socially with people from different religions and work in groups or pairs to recognise different features about Christianity and Judaism.</p>
<p>Year 2</p>	<p>In Year 2 social development progresses by the children now being able to show an appreciation of the ways in which similarity and difference make life interesting. They will be able to articulate their own and others ideas about symbolism in religion and their own lives. They will be able to recognise how religious beliefs lead to particular actions. They will also consider how two different communities use their holy writings. On a possible Visit to the central Mosque, the children will be able to ask questions and explore the places of worship. To do this they will need to interact socially with people from a different religious background and report back to peers in class.</p>
<p>Year 3</p>	<p>The Year 3 SACRE scheme of work enable children in Year 3 to develop Socially by learning about and reflecting on important concepts and experiences e.g. coming together for family and community celebrations, freedom, salvation, victory of good over evil, enjoying diversity together. They will again consider how religious and other beliefs lead to particular actions and make comments on their feelings towards this. By examining a range of Religions children will be encouraged to think about how we all have different journeys of life and we all walk alongside people who are different from us. They will consider their own journey and talk in groups about the impact it has already had and may have on the rest of their lives.</p>
<p>Year 4</p>	<p>In Year 4 social development is shown through developing the children's awareness of the similarities and differences between places of worship and understanding the role that community relationships play in supporting the lives of religious believers and those outside faith communities. Children will be encouraged to discuss as a class, work in teams and pairs.</p>

Year 5	<p>By Year 5 children will be able to work together in collaborative projects and activities. Higher level work will explore how values make a difference to our community and to society - the impact of morality. They will look at Religion and its impact on the World. They will interact socially by exploring some ideas about global community and inter-relatedness.</p> <p>In the current Year 5 class there has been a trip to the local Church (Kaleidoscope) which has allowed children to work on Christian projects in large groups.</p>
Year 6	<p>Year 6 children will develop Socially by considering how religious and other beliefs lead to particular actions which may have good or bad consequences for other people. There will be a lot more discussion in this Year group and time should be allowed for the children to write their own responses i.e.: thought bubbles and collaborative A3 work.</p> <p>Opportunities for social development come from developing an appreciation of the ways in which diversity enriches human life.</p>

#### Whole School

Whole school assemblies take place Monday, Tuesday, Thursday and Friday which allows for a social gathering.

Children can reflect on their lives and ask/answer key 'big' questions about life during class based thoughts for the day which allows development spiritually and socially.

Wednesdays Class based worship allows for extra learning socially through listening to each other's ideas and opinions, morally through stories and questioning and culturally learning about what other cultures think.

We have an Eco-club which allows children to understand the importance of looking after our World by socially being involved in discussions to improve the school grounds and also help with developing areas within the school.

Visitors are co-operated well with, including those from different Religions whose rules it is important to follow in order to preserve the artefacts shared.

Additionally, religious education provides opportunities for social action such charity participation. As a whole school we have supported a range of charities for example Comic Relief.

Through its contribution to social and emotional aspects of learning religious education at William Reynolds can be seen to enhance the positive involvement of pupils within the school as a community by their of sharing ideas and values, taking part in decision making and ensuring that 'pupil voice' is heard and valued. This extends to working towards bingo nights, PTA Fairs and parents consultations.

<p>Pupils' cultural development is shown by their</p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	
<p>Foundation Stage</p>	<p>Foundation Stage RE creates Opportunities for cultural development from finding out about different cultures and beliefs through festivals mainly.</p> <p>Children will learn about cultures from celebrations of people from different cultures to their own.</p> <p>Opportunities for cultural development come from considering very simply the links between religion and cultures and how religions and beliefs contribute to cultural identity and practices that show 'belonging' (examples include food and clothes). The children will consider who they are and who everyone else in relation is.</p>
<p>Year 1</p>	<p>Opportunities for cultural development come from showing sensitivity to different beliefs and ideas about how the world was created, that may be different to our own. Through art the children will be able to use a range of media to demonstrate their own ideas how the world was created. The children will encounter a wide range of literature and stories from other cultures. They will be able to dramatise some of the stories, use prop boxes and storyboards to retell the stories they hear. Children will begin to notice that people are all different and all similar, including in the ways they respond to mysteries and puzzling questions.</p> <p>In Year 1's visit to Church and/or Synagogue The children will get the opportunity to respect other cultures feelings and values by learning behaviours when we visit such important places. They will also witness first-hand how other cultures live and what they believe.</p> <p>Opportunities for cultural development come from exploring how two religions make and use their holy buildings.</p>
<p>Year 2</p>	<p>Throughout Year 2 Opportunities for cultural development come from appreciating the wide and global range of cultures in our country. Children will encounter people, literature, arts and resources from Christian and Muslim cultures. They will explore patterns, symbols and their meaning to these religions.</p> <p>The children will develop Culturally by promoting racial and interfaith harmony and respect for all. This will be shown during their Visit to Mosque where they will get the opportunity to respect other cultures feelings and values by learning behaviours when we visit such important places.</p>
<p>Year 3</p>	<p>By Year 3 children will begin to encounter music from a wide range of traditions and through Dance can explore different cultures and practices.</p> <p>The aim in Year 3 is for the children to value diversity as they learn about different ways in which communities celebrate and remember important events and stories story, beliefs and celebrations of Diwali, in the UK and the wider world. They will be able to join in celebrations</p>

	<p>for different Religious Festivals but also understand the meaning behind what they are doing. They will Consider the relationship between religion and culture and how beliefs contribute to identity and practice. When learning about Religious journeys, they will explore their own journey through art and symbolism and relate it to other cultures.</p>
Year 4	<p>Children will develop Culturally through a growing understanding of the stories, symbols and actions that are integral to the lives of a range of religious communities in your locality. To do this the children will need to consider different views from different communities thoughtfully. They will also consider how beliefs about Jesus have been expressed through the creative and expressive arts and encountering the creative and expressive arts from differing cultures.</p>
Year 5	<p>In Year 5 children begin thinking about similarities and differences between religious ways of life and their own. Children develop Culturally by taking account of difference and diversity in charitable work. There will be opportunity to explore charities local and worldwide and see what impact they make on different cultures and ways of life. They will consider what would happen if this wasn't understood? In Year 5's Christian church visit into school and Kaleidoscope, respect is shown to cultures of others by listening to observing and holding genuine interest in others beliefs.</p>
Year 6	<p>In Year 6 Opportunities for cultural development come from discussing the significance of wide ranging and varied art and music to Christian communities. Expressive dance and art work can be displayed to other year groups during smaller class based assemblies. Other Opportunities come from appreciating the wide and global range of cultures in our county and region.</p>
<p><b>Whole School</b> Cultural development is focused on understanding one's own culture and those of others represented locally, nationally, in Europe and globally. Pupils will learn to be aware of the values and assumptions of their own culture and how cultures are diverse and different in these respects. Through whole school Arts week children gained an understanding of their own heritage and identity. Children compared and provided art work on how their local area (Woodside/ Madeley) had changed over time. This week allowed the children to ask the bigger questions in life such as 'who am I?', 'Where do I really come from?' Wednesdays Class based worship allows for extra learning socially through listening to each other's ideas and opinions, morally through stories and questioning and culturally learning about what other cultures think and how they act. Cultural Development can also be shown by visits made into school by Religious leaders and involvement of the school in the wider community for example inviting parents in for lunch and sports days.</p>	

For further information:

<http://re-handbook.org.uk/section/curriculum/spiritual-moral-and-related-aspects-of-religious-education/religious-education-and-cultural-development>

