



Religious Education SMSC Statement

Life in all its Fullness John 10:10

At Halam C of E Primary School, Religious Education is a vital part of our curriculum and school life, enabling pupils to explore life's big questions, develop a sense of identity, and reflect on the values that shape their lives and communities. Rooted in our Christian vision and Halam 'APPLE' values, RE supports children in deepening their understanding of their own beliefs while showing respect for those of others. Through thoughtful discussion, enquiry-based learning, and reflection, children are encouraged to grow spiritually, morally, socially and culturally—learning to live with compassion, wisdom and integrity in a diverse and ever-changing world.

Spiritual development

Children experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, children should have the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and discuss and reflect on ultimate questions. Our Halam 'Apple' values are an integral part of daily life, contributing to instilling a strong moral compass in our children in their daily lives and encouraging them to reflect on their own and the behaviours of others. The spiritual development of pupils is shown by their:

- 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. Examples of 'spiritual development' opportunities in RE: At Halam C of E Primary, we teach a wide variety of religious beliefs and all children within RE lessons are encouraged to develop their own spiritual identity through a deeper understanding of their own faith and that of others by partaking in group and class discussion whereby children can, safely, share their views and beliefs. They are encouraged to reflect on what they are in 'awe' of and question the things that bring 'wonder' to both themselves and others when exploring topics relating to the natural world and when life begins. Reflection is a key component of the RE classroom and takes place at some point in each lesson or during home learning.



Moral development

Children learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad, and so on. Children discuss issues such as peoples' responsibility towards the world and future generations. Children have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues. The moral development of children 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.
- understanding 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.

Examples of 'moral development' opportunities in RE: At Halam C of E Primary, the moral development of children is the focus for much of the taught curriculum. The acts of reconciliation and forgiveness are threads that run through our whole RE curriculum; focusing of how it can be brought about by both individuals and organisations. In exploring different religious dilemmas and debates, relating this back to their own views, as well as the views of others from different religions, children are encouraged to reflect on their own morality and the justifications of others within the parameters of their belief systems/worldviews.

Social development

Children explore similarities and differences in religions and cultures through which they should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively. Through the study of different religions, children are made aware of the similarities and differences they may have with other children in their class. The social development of children 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.

Examples of 'social development' opportunities in RE: At Halam C of E Primary, pupils are exposed to opportunities to develop socially within RE through a variety of activities which provide them with the platform to articulate their own views in an informed way; whilst listening to those of their peers and of those who hold different from their own. Mutual respect and tolerance are at the forefront of the learning that takes place in the RE classroom. Children are encouraged to demonstrate these two attributes regularly.

Cultural development

Children learn about other religions, giving them an opportunity to see what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society. Children are given the opportunity to understand and appreciate of the wide range of cultural influences that have shaped their own heritage. The cultural development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
 - 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.
 - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
 - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
 - 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.
- Examples of 'cultural development' opportunities in RE: At Halam C of E Primary, not only do children enjoy learning about a whole array of different religions and worldviews, but they also learn about the diversity within religions and how culture places an important role in people's identity. It is important that our children



understand the difference between religion and culture whilst also recognising that faiths are not simply homogenous.