

Promoting spiritual, moral, social & cultural development & British values through RE at Buglawton Primary School

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils.

Religious Education provides opportunities to promote *spiritual development* through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth.
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God.
- valuing relationships and developing a sense of belonging.
- developing their own views and ideas on religious and spiritual issues.
- reflecting on personal beliefs which form a perspective of life with respect to different faiths.

Religious Education provides opportunities to promote *moral development* through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust.
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice and in so doing understanding and appreciating the viewpoints of others.
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious tolerance and personal integrity and in so doing respect the civil and criminal law of England.
- considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to promote *social development* through:

- considering how religious and other beliefs lead to particular actions and concerns.
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions.
- articulating pupils' own and others' ideas on a range of contemporary social issues.
- acceptance and engagement with the British values of democracy; rule of law; individual liberty; mutual respect and tolerance in relation to those of different faiths and beliefs.

Religious Education provides opportunities to promote *cultural development* through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures.
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion, and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

(Based on Non-Statutory National RE Framework QCA 2004)]

Promoting Aspects of Pupils' SMSC Development through British Values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. RE can play a huge part in this.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. It is not necessary for schools or individuals to 'promote' teachings, beliefs, or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Within Religious Education and the teaching of British values pupils can develop:

- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and positive attitudes towards diversity;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.
- explore different religious codes for human life and compare these with the rule of British law, e.g. how the Decalogue was the basis for British law.
- develop an understanding of the importance of individual liberty (which is protected in law) to choose and hold a religious or non-religious world view.
- understanding religious teachings on the rights and value of the individual and exploring the importance of fairness and democracy; the rule of law & justice.

*(*Based on 'Promoting fundamental British values as part of SMSC in schools' DfE, Nov 2014, pp.5-6)*