

SMSC in Religious Education

RE plays a significant role in the personal development of children and young people. At its heart is the intention to enable children and young people to become "religiously educated" in order to face the demands of the contemporary world. Given the opportunities for encountering people of different beliefs and lifestyles, RE also has a key role to play in fostering respect and social cohesion. As well as being "religiously educated", RE helps students to become "skilled cultural navigators", able to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging.

Spiritual education in RE involves the experience and search for meaning, the purpose of life and the values by which we live. In learning about a range of different religious traditions and why people believe, students that the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and to reflect on ultimate questions

Moral education in RE allows students to learn about shared and differing moral values from religious and secular perspectives. RE provides opportunities for students to debate moral dilemmas about right and wrong, good and bad, peace, etc. RE encourages students to discuss ideas such as people's responsibility towards to world and generations to come. In RE students are encouraged to make a personal response to right and wrong and to consider a range of responses to moral issues.

Social education in RE involves exploring the similarities and differences in religions and cultures though which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others.

Cultural education in RE includes learning about a range of different religious traditions, giving students an opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society.

Examples of Spiritual, Moral, Social and Cultural education in RE include:

- Students being given the opportunity to explore beliefs and values from a range of different religions and cultures; learning about shared and differing views and beliefs
- Students exploring a range of perspectives on key moral and ethical issues such as euthanasia, capital punishment, life after death, science vs religion and marriage
- Students explore and examine a range of different religions and cultures, giving them the opportunity to develop an understanding of multiculturalism, diversity and respect for others
- Students become aware of the positive impact that religion has in society by exploring the way in which religion affects daily life, moral decisions and social responses from its believers
- Students are presented with opportunities to explore different artistic images and literature from religious and cultural perspectives. They also investigate aspects of religious architecture, paintings, symbols and their meanings
- Within KS3 and KS4, RE students consider 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 are also taught that there can often be conflict between being a religious person and the law of the land.
- Within RE, from Y7 through to Y13, different religious beliefs are referred to as "teachings" and "values" rather than religious "laws" as law suggests a right and wrong and this could be confusing for students. Students are taught the fundamental UK laws within a number of units from Y7 to Y13.
- In RE students consider a range of different religious teachings and faiths from Y7 through to Y13. They are taught within the different topics and units that people may hold different viewpoints.