



Spiritual, Moral, Social and Cultural delivery in Religious Studies

Aims of Spiritual Development	Spiritual Development in Religious Studies
<p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; be reflective.</p>	<p>RS supports the Spiritual Development by teaching aspects of the six main world religions. We study their culture and belief system to ensure pupils can relate to people from a different faith.</p> <p>Pupils are encouraged to reflect upon a range of experiences that are presented through life and develop their opinion on Ethical Issues that arise within society.</p> <p>Pupils are taught how to explain their own opinions and clearly support their views, as well as explaining differing views and understandings of the world.</p> <p>Within RS pupils develop a greater understanding of the world around them and who they are as an individual by explore their belief system and personal opinion of the world.</p> <p>In our Key Stage 4 Ethics classes we explore learning about one's self, where they stand on ethical issues and what our core values are.</p>

Examples of good practice:

- ❖ Ethical debate around subjects such as abortion and capital punishment.
- ❖ Exploring different beliefs about the creation of the world; Christian, Islam and Scientific.
- ❖ Explore persons of faith in five of the main world religions.
- ❖ Study the different cultural influences of religion.
- ❖ Explore religion in contemporary British society through the themes in the GCSE paper.



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Aims of Moral Development	Moral Development in Religious Studies
<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>RS teaches pupils about universal right and wrongs; it opens the discussion on whether we can have universal laws for our actions.</p> <p>Through the Year 9, 10 and 11 core RS scheme of work we explore ethical issues and developments in moral decision making. For the former we teach; the death penalty, abortion and euthanasia. For the later we teach; situation ethics, utilitarianism and deontological ethics. This includes studying the law surrounding these ethical situations. This requires pupils to develop their own personal moral standing point and reflect on their decisions.</p> <p>GCSE pupils are taught the British law on a range of issues which they are required to understand for the exam to compare to religious laws.</p> <p>Pupils must explain their opinions on issues and support them by explaining the consequences, as to why that is the correct decision.</p> <p>All views must be able to be balanced or challenged by an opposing view, we teach this skill across the subject to ensure that all pupils can offer reasoned views.</p>

Examples of good practice:

- ❖ Ethics lessons on Philosophical stances on right and wrong; consequentialist and deontological.
- ❖ Moral Law of God
- ❖ Studying the Mitzvot and Jesus' golden rule.
- ❖ Exploring moral issues concerning the Holocaust
- ❖ Discussing repercussions of breaking the law.



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Aims of Social Development	Social Development in Religious Studies
<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Pupils in RS are encouraged to share and develop their opinions as a group. Pupils are taught a range of social skills to share their opinions and verbalise their ideas. Throughout the RS SOW there are opportunities for pupils to connect to the local community through observing worship or local festivals. We invite in speakers from the community to reach to pupils and gain a greater understanding of the area in which they live.</p> <p>Pupils must learn to accept differing viewpoints and are taught how to look at things from a different understanding or opinion.</p> <p>Pupils must understanding the rules of British Law for the GCSE SOW and this is also explored with conflict in Ethics lessons on how it occurs and what we can do to prevent conflict, crime and what it means to be British.</p> <p>Pupils are taught how to respect and tolerate people with different Religious backgrounds and cultures; they are taught the main beliefs and traditions of people to help them accept a diverse opinion and culture.</p> <p>In RS we teach relationship and sex education with focuses on forming positive relationships and what committed relationships require to be healthy. We also look at dating abuse.</p>

Examples of good practice:

- ❖ Teaching respect and tolerance of other faiths through religious understanding and challenging misconceptions.
- ❖ We have involvement with the local priory church and engage in several religious festivals.
- ❖ Through ethical debate we can appreciate diverse opinions
- ❖ We always do activities that allow small group work to share ideas with peers.
- ❖ We work on how to effectively present arguments and counter arguments in a debate style.



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Aims of Cultural Development	Cultural Development in Religious Studies
<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>Pupils are taught various cultures and traditions from around the world linking to the six main World Religions. KS3 pupils are encouraged to attend a Religious Art Club once a week to explore how cultures worship and celebrate their religion.</p> <p>During Year 11 Ethics, pupils have a topic that explores the UK's Political Parties and how to vote in the UK. We also explain the importance of having a vote and how the Parliament system works in Britain.</p> <p>Pupils are surrounded in classrooms by cultural objects and art and encouraged to interact with them to understand different cultures.</p> <p>Pupils are taught about differences in humanity through all forms of disability, sexuality, race and gender during Ethics lessons and encouraged to explore these ideas.</p> <p>In RS we teach relationship and sex education with of focus of inclusive education for LGBT+ students.</p>

Examples of good practice:

- ❖ We celebrate diversity through our religious festivals art club for KS3
- ❖ We combat intolerance and disrespect of diversity through our religious studies ethos of tolerance e.g pride flags and stonewall posters.
- ❖ Our displays feature all world religions celebrating different and diverse cultures.
- ❖ The majority of our schemes of work concentrate on Christianity due to this being the main religious tradition of Great Britain.
- ❖ Pupils are taught about Freedom of Speech and the Parliamentary system of democracy.