



Spiritual, Moral, Social and Cultural delivery in Religious Studies

Aims of Spiritual Development	Spiritual Development in Religious Studies
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>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. 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 assemblies we explore different beliefs and festivals happening in the world and how they are celebrated in Britain and the wider world.</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, Buddhist and Scientific.
- ❖ 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
Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	<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 RS schemes of work we explore ethical issues and developments in moral decision making. Students explore opinion on; the death penalty, abortion and euthanasia. 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:

- ❖ Moral Law of God
- ❖ Studying the Mitzvot and Jesus' golden rule.
- ❖ Exploring moral issues concerning the Holocaust.
- ❖ Discussing repercussions of breaking the law.
- ❖ Explaining and analysing a range of ethical situations.



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Aims of Social Development	Social Development in Religious Studies
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>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. 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 understand the rules of British Law for the GCSE SOW and this is also explored with conflict 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 some relationship and sex education with focuses on forming positive relationships, including different types of relationships and marriage as well as issues surrounding the British law on abortion.</p>

Examples of good practice:

- ❖ Teaching respect and tolerance of other faiths through religious understanding and challenging misconceptions.
- ❖ 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
Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.	<p>Pupils are taught various cultures and traditions from around the world linking to the six main World Religions. KS4 pupils receive a Religious Studies assembly once a week to explore how cultures worship and celebrate their religion.</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 Thematic Studies lessons and encouraged to explore these ideas.</p>

Examples of good practice:

- ❖ We celebrate diversity through our recognition of religious festivals.
- ❖ 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 Declaration of Human Rights.