

Opportunities in RE at Christ Church that lead to SMSC development in our pupils 2022 – 2023 (Spiritual, Moral, Social, Cultural)

Intent		Curriculum Implementation	Curriculum Focus /teaching links				Impact
Links to SMSC	Links to KMAT wellbeing action plan		Curriculum resources				
			North Somerset AMV		UC	Discovery R.E.	
Spiritual Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life Knowledge of, 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	An ethos and environment that promotes respect and values diversity	Link from Understanding Christianity Handbook Spiritual development: pupils will have the opportunity to recognise, appreciate and appraise the impact the biblical text can have on the lives of individuals, within and outside the Christian community. As they explore the challenge the text has for believers, they will have opportunities to consider their own views and reflect on how the Bible presents a way of understanding the world and human nature. Of course, the texts themselves deal with ideas of God, creation, worship, wonder, human desires, intentions and questions; exploring these ideas offers opportunities for reflection, wonder, puzzlement, confusion, and consideration of the dark and light side of being human — all of which can contribute to	EYFS KS1 Who are we? (A&D) What makes people special? <i>Who is special to me? How do some people support and guide us (including key people with differing beliefs, values and ideas)? Why am I special?</i> What can we learn from stories (or songs)? <i>What makes us joyful, peaceful, wonder, reflective, happy or sad in stories/ songs?</i> <i>How might stories help us understand more about ourselves and ideas about God?</i> How do we celebrate our journey through life? (C&E) How might xxxxx families celebrate birth ? <i>What artefacts, symbols and ceremonies are used at birth?</i> <i>Why is birth a significant or special time in the life of a family?</i> How might XXXXXX families celebrate marriage? <i>What artefacts, symbols and ceremonies are used to show celebrate marriage?</i> <i>Why is this a special or significant time for a couple or their family at this time?</i>		F1 God/Creation Why is the word 'God' so important to Christians?	Be willing to reflect on their own beliefs and form perspectives on different faiths, feelings and values. Each enquiry begins with the child's experience (step 1) and then returns to it (step 4), encouraging students to reflect on their views in light of what they have learned. Engage with the world with 'enjoyment and fascination' In Year One, pupils are asked 'Does God want Christians to look after the world?' Children are encouraged to consider aspects of the natural world in an exploration of Christian beliefs about Creation.	

		pupils' spiritual development. RE curriculum RE teaching in our school has strong links with values education, as a Church of England school, Christian values underpin our school ethos and character. As a school we make connections with values such as compassion, wisdom, forgiveness and justice as pupils encounter them through the texts and activities in the Understanding Christianity resources.	KS2 What can we learn from the life and teaching of Jesus? (B&E) What might Christians believe about God's love from the parables Jesus taught and the life Jesus lived? <i>What might Christians believe the "Lost parables" (Sheep, Coin, Son) can teach about God's love and the idea of salvation?</i> <i>Why is the story of Jesus death and resurrection important for Christians?</i> Why might keeping Lent and celebrating Easter be important in the life of a Christian? <i>How might Christians keep Lent and celebrate Easter?</i> <i>Why might it be important for their faith to keep Lent and celebrate Easter? How might it change they way that Christians live?</i> What does it mean to belong to a religion? Christianity (B&D) How do Christians show their commitment to their faith? <i>What rituals or ceremonies might a Christian be asked to celebrate in order to be a member of their faith?</i> <i>How might Christian be expected to serve their community and other people?</i> Why are their different groups of Christians? <i>What are the similarities and differences between two / three different groups of Christians?</i> <i>How do Christians in different parts of the world practice their faith differently - and what do they have in common?</i> <i>What difference might it make to a Christian to belong to one community rather than another?</i> <i>How do some Christian groups seek to work together?</i> Why are some journeys and places special (C&E) What might a person do when they go on a pilgrimage? <i>Why do people believe that some places are special?</i> <i>What rituals and actions do people do when they are on pilgrimage?</i> <i>Why do they do those things?</i> How might a person's sense of purpose in life be strengthened by going on a Pilgrimage? <i>How have people expressed their experiences when they have made a life changing journey How might going on a pilgrimage change a person's life?</i> <i>Is it a good idea to go on a pilgrimage?</i> How do people express their beliefs and identity? (C&D) How do people express their understanding of God? <i>What symbols, art, poetry, dance, drama etc do people of faith use to express their beliefs?</i> <i>How do some Christians draw, paint or sculpt Jesus or God? Why do they represent God in that way?</i> <i>Why do most Muslims (and Jewish people) chose not to draw or paint Allah (G-d)?</i>	2a5 Salvation Why do Christians call the day that Jesus died 'Good Friday'? 2b3 People of God How can following God bring freedom and justice?	Imagination and creativity Year Four pupils are asked to consider 'What is the most important part of the Nativity Story for Christians today?' They explore the key question 'Can the arts help to communicate religious beliefs?' and are encouraged to create their own responses.	
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Moral - 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.	Leadership in KMAT schools champion emotional health and wellbeing KMAT schools' ethos and environments promote respect and diversity	Link from Understanding Christianity Handbook Moral development: alongside the moral and ethical issues that are dealt with in the texts studied, and their own responses to matters of right and wrong, this approach encourages pupils to develop their ability to interpret texts. Interpretation has a moral element — balancing the rights of the texts to be handled fairly, the believing community (in all its diversity) to be listened to, and the pupils to be allowed to ask searching and perhaps awkward questions. The relationship between the text and the reader has a moral element too; there are occasions when the pupil is encouraged to see the text as an object for critical evaluation, and times when the text is more of a presence, a voice offering a challenge or a perspective that the pupil is invited to consider. In a world where misinterpretation and misapplication of texts can lead to division and conflict, encouraging pupils to become 'virtuous readers' is a significant contribution to their moral development, and can be applied beyond the study of biblical texts.	EYFS KS1	How should we live our lives? (A&F) What did Jesus teach about how to be kind to other people? <i>What teachings and stories did Jesus tell to help people understand how to treat other people?</i> <i>How do those teachings change the way some Christians live their lives?</i> What stories or teachings do XXXXXX children learn to help them know how to be kind? <i>What stories are told to XXXXXX children to help them to be kind?</i> <i>How does learning those stories change the way in which xxxxxxxxs live their lives?</i> Why is Jesus important? (B&F) 17 Why do Christians (and people from other faiths) believe Jesus was special? <i>What can we tell about what Christians' believe about Jesus from :</i> a) <i>Stories about his birth?</i> b) <i>Miracle stories?</i> c) <i>Stories about his death and resurrection?</i> 18 Why is Jesus someone that Christians want to follow? <i>How might the way Jesus lived and the things he said guide people in their lives?</i> a) <i>His example as a good friend?</i> b) <i>The way he included people that others left out.</i> c) <i>The teaching found in one of the parables.</i>	1.4 Gospel What is the good news Jesus brings?	Know the consequences of behaviour and actions. In Year Two the enquiry 'Why did God give Jesus to the world?' leads children to explore environmental issues and the reasons why Christians believe humanity needs a 'Saviour'.	
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		Understanding Christianity and its approach allows pupils to recognise the diversity within the Christian community and to see how Christians and others handle disagreements. As part of the wider RE curriculum, it gives opportunity for pupils to reflect on the many agreements between people with religious and non-religious worldviews; about the importance of seeking truth, pursuing goodness and loving others. Teachers in our school already strongly promote fairness, respect, tolerance and individual autonomy, using the vocabulary of the British Values strand. These wider values underpin interactions in the classroom to allow discussion, debate and critical exploration to take place. Within Understanding Christianity, these values are encouraged as part of good learning.	KS2 How do we make moral choices (A&F) How do we know right from wrong? <i>What are the consequences of making some moral choices? (Lying, Stealing Cheating, Gossiping, Being jealous?)</i> <i>Is it ever right to do "bad" things?</i> <i>What do 2 religions/ other belief systems teach about right and wrong?</i> Does believing in God and or believing in Life after Death make it easier to be Good? <i>Who can help people decide how to make good moral choices?</i> <i>Does believing in God and / or Life After Death make it more likely that someone will make good moral choices?</i>	2b5 Gospel What would Jesus do? 2b7 (yr6) Salvation What difference does the resurrection make to Christians?	Know the difference between right and wrong. The Year Four enquiry asks 'How important is it for Jewish people to do what God has asked them to do?' Children explore whether they think religious people lead better lives and think through what a 'better' life might look like. Show interest in moral and ethical viewpoints and appreciate those of others. Year 6 explore the question 'What is the best way for a Muslim to show commitment to God?' They find out about Zakah and the work of Islamic Relief.	
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Social • 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,	KMAT schools CPD enables staff to support their own wellbeing and that of its pupils Staff feel mental health and wellbeing is well supported by leaders through training and systems including workload Leadership in KMAT schools champion emotional health and wellbeing	Link from Understanding Christianity Handbook Social development: Recognising that all readers come to texts from different perspectives, and that texts can be read for a range of purposes — not all benign — is an important element of social development arising from these materials. Learning that people interpret texts differently is also important, so that pupils recognise that this applies to biblical interpretation within and outside the Christian community and to other texts, religious or otherwise. Being able to accommodate and handle this diversity is key to social development in this resource. At the root of extremism, there is often very poor handling of texts. Understanding Christianity combats this by developing pupils' skills in interpretation and in considering the ways in which people use texts within and beyond religious communities.	EYFS KS1	Why are some times Special (B&E) Why might XXXXXX festival be important to a XXXXXX family. i.e. Why might Shabbat be important in a Jewish home? <i>When does it happen ? What is remembered? What do people do and why?</i> Why do Christians celebrate Christmas? <i>What special objects are used by some Christians at this time?</i> <i>How might celebrating Christmas make Christian children understand more about God?</i> Where do we belong? (B&D) <i>What difference might belonging to the xxxx faith make to a family?</i> <i>What might xxxxxx children do because they belong to a xxxxxx family?</i> <i>What difference might it make to a child to feel that they belong to a xxxxx family?.</i> <i>How might going to the Temple give Jews a sense of belonging?</i> <i>What might Jews do when they go to the Temple? How will those actions help a Jew feel part of their community?</i>	F2 Incarnation Why do Christians perform Nativity plays at Christmas? 1.3 Incarnation Why does Christmas matter to Christians? F3 Salvation Why do Christians put a cross in an Easter garden? 1.5 Salvation Why does Easter matter to Christians?	Work and socialise with people from other backgrounds. Discovery RE encourages active learning and gives many opportunities for group work across every year group as well as facilitating learning about religion and social issues. Engage with British Values The idea that not all people of faith are the same is explored throughout Discovery RE, emphasising individual liberty and the consequences of personal choice.	
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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.			KS2	What is Important to me? (A&D) Who am I? <i>What do stories songs and poems teach about what it means to be a human being?</i> <i>What are humans worth? What do different people believe about the value of human beings?</i>How might belonging to xxxx community help a child feel that they belong? <i>Does belonging to an organisation or religious group help us understand what it means to be human ?</i> <i>How does belonging to XXXXX group help a person understand how to be a human?</i>	2a1 People of God What is it like to follow God?	Cooperate and resolve conflicts effectively Across Year Six, children consider how faith and beliefs motivate and impact on behaviour and if religious belief influences people to behave well towards others.	
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Cultural • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-	KMAT schools' ethos and environments promote respect and diversity. KMAT school curriculum promotes self-help and resilience in emotional and wellbeing learning	Link from Understanding Christianity Handbook Cultural development: As pupils explore texts and their cultural contexts, they develop understanding of the core Christian concepts and their impact within and beyond the diverse Christian community. This begins to enable pupils to recognise the contribution of Christianity to Western culture, and perhaps particularly the contribution of the Bible to the arts. This plays a part in a wider cultural development promoted in RE, such as appreciating the diversity of religious and non-religious beliefs in local, national and global contexts At the heart of British Values is the concern that pupils learn to live well in a diverse society. Understanding Christianity contributes by helping pupils to understand how biblical texts are interpreted differently by different people, and that it is fundamental to academic rigour that we have some humility in how we hold on to our own interpretations.	EYFS KS1	Why are some times Special (B&E) Why might XXXXXX festival be important to a XXXXXX family. i.e. Why might Shabbat be important in a Jewish home? <i>When does it happen ? What is remembered? What do people do and why?</i> Why do Christians celebrate Christmas? <i>What special objects are used by some Christians at this time?</i> <i>How might celebrating Christmas make Christian children understand more about God?</i> Why are some places special? (C&D) 13 What makes a Church a special building for Christians? <i>What does a Church look like on the outside and the inside?</i> <i>Does a Church have special places within it, special pictures or symbols or objects?</i> <i>How is the Church and the special things in it used?</i> <i>What can you tell about what Christians' believe from a Church and the special things in it?</i> 14 What makes a XXXXXX a special place for XXXXXXs? <i>What does a xxxxxxxx look like on the outside and the inside?</i> <i>Does a XXXXXX have special places within it, special pictures or symbols or objects ?</i> <i>How is the XXXXXX and the special things in it used?</i> <i>What can you tell about what XXXXXX's believe from a XXXXXX and the special things in it?</i>	F2 Incarnation Why do Christians perform Nativity plays at Christmas? 1.3 Incarnation Why does Christmas matter to Christians? F3 Salvation Why do Christians put a cross in an Easter garden? 1.5 Salvation Why does Easter matter to Christians? 1:1 God What do Christians believe God is like?	Appreciate a range of cultures within school and community In Spring 2, Foundation children ask 'How do people celebrate?' Children are encouraged to find similarities and differences between their culture and those of others. Have a knowledge of British values and the Parliamentary system. In Year Five, classes discuss the carrying of the kirpan (ceremonial dagger) and conflicts between religious and Government law.	
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economic communities • 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 and respect diversity. This is shown by their respect		There are times in Understanding Christianity when pupils have opportunities to learn how to deal with controversial issues, such as questions of the relationship between science and religion (Unit 2b.2 Creation and science: conflicting or complementary? Unit 3.2 Should Christians be greener than everyone else is?). Pupils work together to listen and learn from each other in many of the activities suggested. Teachers create an open and positive space in which to explore this project. Pupils from all faith and belief backgrounds gain an imaginative sympathy with Christians as they understand Christian beliefs and practices. This supports pupils' religious literacy as well as their confidence in handling diversity.	KS2	Why do religious books and teachings matter? (C&F) Why is the XXXXXX an important book for XXXXXs? <i>How might people of xxxxx faith explain that the xxxxxx book came into being ?</i> <i>How and why do people show they value special texts?</i> Why might XXXXXXs say the XXXXXX book helps them to live a good and kind life? <i>What are the moral messages that can be found in religious stories?</i> <i>How can I express my beliefs and ideas about how to be kind others?</i> What does it mean to belong to a religion? Christianity (B&D) How do Christians show their commitment to their faith? <i>What rituals or ceremonies might a Christian be asked to celebrate in order to be a member of their faith?</i> <i>How might Christian be expected to serve their community and other people?</i> Why are their different groups of Christians? <i>What are the similarities and differences between two / three different groups of Christians?</i> <i>How do Christians in different parts of the world practice their faith differently - and what do they have in common?</i> <i>What difference might it make to a Christian to belong to one community rather than another?</i> <i>How do some Christian groups seek to work together?</i> Why are some journeys and places special (C&E) What might a person do when they go on a pilgrimage? <i>Why do people believe that some places are special?</i> <i>What rituals and actions do people do when they are on pilgrimage?</i> <i>Why do they do those things?</i> How might a person's sense of purpose in life be strengthened by going on a Pilgrimage? <i>How have people expressed their experiences when they have made a life changing journey How might going on a pilgrimage change a person's life?</i> <i>Is it a good idea to go on a pilgrimage?</i>	2b3 People of God How can following God bring freedom and justice? 2a.1 Creation/Fall What do Christians learn from the Creation story? 2b.2 Creation / Fall Creation and science: conflicting or complementary?	Explore different faiths and show tolerance towards them in a local, global and national setting. Discovery RE includes enquiries across the principal world faiths. Enquiries include an Investigation into Persian New Year, pilgrimage to the River Ganges, the significance of the Hajj and the importance of The Golden Temple.	
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and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities				What do people believe about life (A&E) Why should we look after the world? <i>What feelings do people have in relation to the natural world?</i> <i>What answers might be given to questions about :</i> <i>i) the origin and meaning of life?</i> <i>ii) humans relationship to and responsibility for the natural world ?</i> What is the purpose of life and what happens after Death? <i>What feelings do people have about the purpose of life, death and life after death?</i> <i>What answers are given to questions about :</i> <i>i) The purpose of Life?</i> <i>ii) Life after death.</i> What does it mean to belong to a religion? Hindu, Islam, Judaism or Sikhism? (BD&E) (3 out of 4 choices) How might Jewish people, (Muslims, Sikhs or Hindus) best show their commitment to their faith? <i>What rituals or ceremonies might a XXXXX person be asked to celebrate in order to be a member of their faith?</i> <i>How might a XXXXX person be expected to serve their community and other people?</i> Why are their different groups of Jewish people,(Muslims, Sikhs or Hindus?) <i>What are the similarities and differences between two different groups of XXXX faith?</i> <i>How do XXXXX people in different parts of the world practice differently - and what do they have in common?</i> <i>What difference might it make to a XXXXX person to belong to one community rather than another?</i> <i>How do some XXXXXX groups seek to work together?</i>			
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