

RE and spiritual, moral, social and cultural development

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

RE provides opportunities to promote:

- **Spiritual development through:**

- discussing and reflecting upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth;
- learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religions 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.

- **Moral development through:**

- enhancing the values identified within the curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust;
- exploring the influences on moral choices of family, friends and the media;
- 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 on values and ethical codes of practice;
- studying a range of moral issues, including those that focus on justice, promoting racial and religious respect and the importance of personal integrity;
- considering the importance of rights and responsibilities and developing a sense of conscience.

- **Social development through:**

- considering how religious and other beliefs lead to particular actions and concerns;
- investigating social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them;
- articulating their own and others' ideas on a range of contemporary social issues.

- **Cultural development through:**

- promoting cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures;
- considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices;
- promoting racial and inter-faith harmony and respect for all, combating prejudice

and discrimination, contributing positively to community cohesion and promoting awareness of how inter-faith co-operation can support the pursuit of the common good;

- promoting inter-cultural understanding by encouraging pupils to question their own cultural pre-suppositions.