

### Spiritual, Moral, Social and Cultural Development within Beliefs and Values

| Year Group | Spiritual Development                                                                                                                                                                                                                                                                                                                                                           | Moral Development                                                                                                                                                                                                                                                                                                                                    | Social Development                                                                                                                                                                                           | Cultural Development                                                                                                                                                                                                                                                                                                                                                                                                   | British Values                                                                                                                                                                                                                                                                                                       |
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| <b>3</b>   | <p>Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)</p> <p>The experience of prayer <b>(Summer)</b></p> <p>The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing</p>                  | <p>Linking the actions of Christians (and others of different religions and worldviews) in their treatment of others, and how this relates to their faith <b>(Spring)</b></p>                                                                                                                                                                        | <p>Appreciating, appraising and sharing experiences and ways of expressing meaning from a variety of faiths (both with regard to the children themselves, and of those religions and worldviews studied)</p> | <p>What does it mean to be a Christian in Britain today – developing an understanding of how Christianity has shaped their heritage <b>(Spring)</b></p> <p>Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritage</p> <p>Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied)</p> | <p>Recognising the diversity which exists within and between communities (specifically the Christian community) and amongst individuals within Britain today</p> <p>Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all <b>(tolerance)</b></p> |
| <b>4</b>   | <p>Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)</p> <p>The experience of puja, aarti and bhajans <b>(Autumn)</b></p> <p>The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing</p> | <p>Linking the actions of Hindus (and others of different religions and worldviews) in their treatment of others, and how this relates to their faith <b>(Autumn)</b></p> <p>Looking at Jesus as an inspirational figure <b>(Spring)</b></p> <p>Looking at religious commitment within a range of faiths, and what this involves <b>(Summer)</b></p> | <p>Appreciating, appraising and sharing experiences and ways of expressing meaning from a variety of faiths (both with regard to the children themselves, and of those religions and worldviews studied)</p> | <p>Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritage</p> <p>Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied)</p>                                                                                                                                                         | <p>Recognising the diversity which exists within and between communities (specifically the Hindu community) and amongst individuals within Britain today</p> <p>Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all <b>(tolerance)</b></p>     |
| <b>5</b>   | <p>Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)</p> <p>The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing</p>                                                                  | <p>The 5 Pillars of Islam and the Qur’an - linking the Muslim forms of guidance to those forms of guidance experienced by all pupils <b>(Autumn)</b></p> <p>What would Jesus do – the example and teachings of Jesus and their relevance to his followers and the modern world <b>(Spring)</b></p>                                                   | <p>Appreciating, appraising and sharing experiences and ways of expressing meaning from a variety of faiths (both with regard to the children themselves, and of those religions and worldviews studied)</p> | <p>Learning about the beliefs, values and history behind Britain’s Judeo-Christian heritage, including how they shape their surroundings <b>(Summer)</b></p> <p>Exploring cultural and religious diversity locally and globally (both with regard to the children themselves, and in the faiths and worldviews studied)</p>                                                                                            | <p>Recognising the diversity which exists within and between communities (specifically the Muslim community) and amongst individuals within Britain today</p> <p>Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all <b>(tolerance)</b></p>    |

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| 6 | <p>Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity) and worldviews (Humanism)</p> <p>The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing <b>(Spring)</b></p> <p>Knowing where to turn when life gets tough <b>(Summer)</b></p> | <p>What matters most to Christians and Humanists – identifying values, moral codes and moral concepts; expressing their ideas about them <b>(Autumn)</b></p> <p>The concept and practice of charity <b>(Spring)</b></p> | <p>Appreciating, appraising and sharing experiences and ways of expressing meaning from a variety of faiths (both with regard to the children themselves, and of those religions and worldviews studied)</p> | <p>Learning about the beliefs, values and history behind Britain's Judeo-Christian heritage</p> <p>Exploring cultural and religious diversity locally and globally(both with regard to the children themselves, and in those faiths and worldviews studied)</p> | <p>Recognising the diversity which exists within and between communities and amongst individuals within Britain today</p> <p>Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all <b>(tolerance)</b></p> |
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