



A voyage of discovery - we're sailing to success together...

RE & SMSC



I N T E N T	AIMS	SMSC	
	<ul style="list-style-type: none"> Foster curiosity and a desire for knowledge Promote enquiry and a questioning approach Value and promote respect for self and others Experience awe and wonder Provide equality of opportunity for everyone to achieve their best 	<u>Spiritual development</u> Consider the big questions of life	<u>Social development</u> Empathy and respect
		<u>Moral development</u> Values and ethics	<u>Cultural development</u> Diversity and equality

I M P L E M E N T A T I O N	APPROACH: Holistic, physical, well-being, healthy lifestyle, intellectual, personal, social, emotional, spiritual, moral and cultural		
	<u>Knowledge about and understanding of a range of religions, beliefs and practices</u> Promoting an enquiry approach, which develops a love of learning. Finding out about beliefs, practices, symbols, festivals, artefacts and ways of life. Making links and connections in cross curricular learning. Suggesting meanings to religious and moral stories	<u>Interpret key concepts and apply them to questions of belonging, meaning and truth</u> Expressing own ideas and opinions Responding using words, music art or poetry Finding out about examples of co-operation between people who are different Explaining why beliefs, values and commitments as they are important in their life and other's lives Exploring questions of right and wrong	<u>Analyse how beliefs, values, practices and forms of expression influence individuals and communities</u> Responding to what communities do and why What a difference it makes to belong to a community Reflecting on personal values of identity and belonging Appreciating religious and cultural differences Demonstrating mutual respect Linking this to British values
	<u>EYFS questions:</u> Who are special people? What are special books? Which places are special? What times are special? What are special objects and symbols?	<u>Assemblies</u> Opportunities to experience awe and wonder E.g. through music, stories and nature. Opportunities to reflect and respond.	<u>Visits and Visitors</u> Visits which encourage the children to reflect on special places eg places of worship Visitors children can meet who develop their ideas about what it means to belong to a faith community

I M P A C T	CHILDREN MAKE EXPECTED OR GREATER THAN EXPECTED PROGRESS		
	Children are able to discuss and relate their own ideas about their learning. Children see themselves as part of a wider community and are confident to investigate, observe and analyse these communities. They are well equipped with the skills to question, challenge and enquire with independence.	Spiritual development – children are able to explore questions about belonging, meaning and truth	Social development – children are co-operative, kind, empathetic, respectful and aware of social issues
		Moral development – children are able to identify values and ethical issues	Cultural development - children respect diversity and that people can be different, but all special