



Robins Lane Primary School

RE SMSC and British Values

At Robins Lane, we aim to develop SMSC through RE by:

Spiritual	The RE curriculum, allow learners the opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. We ensure that our RE curriculum provides learners with a sense of enjoyment and fascination in learning about themselves, others and the world around them. We encourage learners to use of imagination and creativity in their learning by planning RE lessons that will stimulate their interests and challenge their thinking. We ensure all lessons allow learners to reflect on their experiences.
Moral	In RE, we support learners' moral development by providing opportunities to discuss and develop further understanding of the consequences of their behaviour and actions. We spark 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.
Social	We ensure that RE supports learners to understand how they can contribute positively to the lives of those living and working in the locality of the school, and to society more widely. We use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. They explore how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders and how they can use this to influence their own lives and decisions as a member of their own communities.
Cultural	Through RE, we develop learner's understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. We promote the importance of positive self-identity. We teach the children to appreciate the role of belief and tradition in identity and culture and develop empathy towards others and show respect for different cultures. We teach them to show acceptance that we are all part of the human race and foster a curiosity to learn about and enjoy other cultures as well as their own. They can learn how religions and beliefs contribute to cultural identity and practices. The children will explore the damaging effects of prejudice, discrimination, gender and racial stereotyping.

At Robins Lane, we aim to develop British Values through RE by:

Democracy	At Robins Lane, we ensure that RE lessons are underpinned by values of democracy where all learners are aware that they have an equal right to be heard and democracy is modelled by the teacher and expected of every learner. RE lessons offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate.
Rule of Law	Within RE, we support learners 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. In RE, learners examine different codes for living and consider the value of the rule of law where all people are equal before the law.
Individual Liberty	In RE, learners consider questions about identity and belonging. Religion is a good case study of the balance between individual liberty and the greater good. RE, develops further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures.
Tolerance of those with different Faiths and Beliefs	RE can challenge learners to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs. We provide learner with meaningful learning experiences that mean they are able to learn about different religions and beliefs within our school and wider community.
Mutual Respect	Our RE curriculum allows learners to foster mutual respect for others by providing learners with opportunities to learn about the views and beliefs of others. Learners will identify similarities and draw comparisons between different faiths. Through learning about faith practices and investigating what they mean for the individuals, learners are encouraged to develop mutual respect and tolerance, but also to develop critical thinking skills enabling them to question and discuss beliefs. They are also enabled, through their knowledge, to challenge ideas about religion and spot intolerance when they see it amongst their community and in the media.