

RE	Spiritual Development	Moral Development	Social Development	Cultural Development
<p>Throughout year 7-9 students study RE during one timetabled lesson per week. There is also GCSE RE which can be opted for. The units studied at KS3 are:</p> <ol style="list-style-type: none"> 1. Introduction to World Religions 2. Buddhism 3. The Tribe Challenge 4. God 5. Life After Death 6. Interfaith 7. Prejudice and Discrimination 8. Medical Ethics 9. Is religion dangerous? <p>Many of the students that opt for GCSE RE will revisit these themes in year 10 and 11 via the Edexcel course. Throughout all units all students gain many learning opportunities to develop and</p>	<p>RE lessons at CHS develop student's spiritual journey and students are offered a wide variety of opportunities to develop their own viewpoint.</p> <p>SP3 - Students are given opportunities to consider their own spiritual standpoint and those of others.</p> <p>SP6 - All RE lessons feature opportunities for students to develop a set of principles that inform their own values and patterns of behaviour.</p> <p>SP4 - Through the introduction of effective starters and enquiry opportunities students are given a wide variety of topics to focus on such as euthanasia, animal rights, the morality of war and religious diversity and differences.</p>	<p>All lessons develop the following moral attributes within the RE curriculum:</p> <p>M1 - An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures</p> <p>M3 -The ability to trust in their own judgement</p> <p>M4 -An ability to think through the consequences of their own and others' actions</p> <p>M2 -A willingness to express their views on ethical issues and personal values</p> <p>M4 -An ability to make responsible and reasoned judgements on moral dilemmas.</p> <p>A commitment to personal values in areas</p>	<p>During RE lessons students engage in a wide range of social development activities that enables all students to highlight their skills such as:</p> <p>SO2 - Relating well to other people and interacting with their peers, teachers and visitors in a mature, polite and sensible manner.</p> <p>SO1 - Working successfully, as a member of a group or team giving them the opportunities to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p> <p>SO4 - Having the opportunities to reflect on their own contribution to British society.</p> <p>SO5 - Showing respect for people, living things,</p>	<p>In all RE lessons, students are given opportunities and learning to develop their appreciation of culture. The skills nurtured include:</p> <p>C1/C2 - An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</p> <p>C2 - An openness to new ideas and a willingness to modify cultural values in the light of experience. During the GCSE course, students have the opportunity to visit a variety of religious holy buildings and meet religious people.</p> <p>C6 - An ability to use politically correct language and understand images/icons – for example, in music, art, literature – that have significance and meaning in our culture.</p>

<p>experience SMSC in all its forms.</p> <p>Students are encouraged, through thinking, philosophising and discussion tasks, to engage with a wide range of issues that impact upon their journey of social, moral, spiritual and cultural development.</p>	<p>Students are given the opportunity within all RE lessons to:</p> <p><u>SP1/SP2</u> -develop a curiosity about the different religious view points on life after death and religious authority.</p> <p><u>SP1</u> - debating whether God takes sides.</p> <p>Notions of justice, reward and punishment.</p> <p><u>SP5/SP6</u> - The importance of understanding different viewpoints in RE.</p> <p>Students are also given the opportunity within all of the RE schemes of work to :</p> <p><u>SP3/4</u> - Think about what God is like and how God was created.</p> <p>What their own beliefs are and why they have these opinions.</p>	<p>which are considered by others.</p> <p><u>M5</u> - A considerate style of life valuing all living things.</p> <p>A respect for others' needs, interests and feelings as well as their own.</p> <p><u>M3</u> - A desire to explore their own and others' views</p> <p>Students have a number of opportunities to investigate moral and ethical issues for example:</p> <p><u>M4/M5</u> - Students have the opportunity to discuss the morality of abortion and euthanasia in modern day society.</p> <p>Students debate the rights and wrongs of prejudice and</p>	<p>our school, property and the environment.</p> <p><u>SO1/SO2</u> - Understanding the impact our school community can have on their future wellbeing and that of their family and local community.</p> <p>Participating in activities relevant to the community which take place in all year groups.</p> <p>Students take part in a variety of opportunities that enable them to develop their personal qualities and skills for example:</p> <p><u>SO4</u> -In year 9, students look at their own personal identity and look at differences within their gender and ethnicities. Identifying the interpersonal skills needed to live a law abiding life and play an active role in their own community.</p>	<p><u>C2</u> - An appreciation and knowledge of the diversity and interdependence of cultures.</p> <p>To understand, celebrate and respect diversity within our society students are given time to:</p> <p><u>C6</u> - In RE to explore the awe and wonder of the natural world and celebrate all living things in our world.</p> <p>In RE students explore living in a diverse community with a multitude of faiths and beliefs.</p> <p>Students also look at who inspires them within the Christian, Buddhist and Muslim faiths.</p> <p>To understand, celebrate and respect diversity within our society students are given time to:</p> <p><u>C1/C2</u> - Within GCSE RE students look at what it means to be part of a diverse community As part of the studies based on diversity students look at an example</p>
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	<p>of community cohesion or a factor in promoting it.</p> <p>SP4/SP5 - All students are able to think, enquire and philosophise within all lessons. Each lesson has a detailed lesson plan and teachers are encouraged to differentiate to meet the needs of all students. Lessons are designed to meet the learning needs of all.</p> <p>For example some lessons require students to:</p> <p>Complete individual research tasks</p> <p>Work individually, in pairs and in small groups</p> <p>Work as part of a team</p> <p>Use their numeracy and literacy skills</p>	<p>and the multi-ethnic nature of British society.</p> <p>Students also are given the opportunity to look at religious food laws and why morally it may be wrong to eat a living creature.</p> <p>M4 -The Warrington Agreed Syllabus allows for clear planning and delivering of curriculum content.</p> <p>Staff consistently model the behaviour they expect to see from their students.</p> <p>Staff are polite, firm but fair.</p> <p>Staff follow clearly embedded routines of behaviour management and expect students to focus on their learning at all times</p> <p>Students do not stop teaching or learning.</p>	<p>what impact it has had on British society.</p> <p>Students are given many opportunities to reflect on what it means to be part of a community and how different communities make up the multi-faceted nature of our modern society. For example:</p> <p>SO4/SO5 - Students look at what it is like to live within a multi faith society and debate and discuss what impact this has upon community cohesion or the development of community segregation and social isolation. These debates are often brought back to the impact they have on our school community and what we can do as a school to make our community better.</p> <p>SO3 - Within year 8 and 9 lessons, students are given the opportunity to write letters to the Head teacher and Prime</p>	<p>Likewise in debates on fertility treatments and on the causes and nature of war students have to be able to explain their own view point and be able to articulate a clear and logical reason for their personal opinions.</p>
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