



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Religious Education

Year: 10

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Relationships Recognising the variety and varied nature of relationships</i>	<i>Relationships Discussion of the bias we see in relationship education</i>	<i>Life and death Discussion of what is the afterlife according to Christians</i>	<i>Life and death Discussion of sensitive topics, such as taking one's own life.</i>	<i>Summary and assessment Reflecting upon the topics considered so far this year</i>	<i>Life and Death Christian and Humanist funerals – how they reflect beliefs</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions 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 	<i>Discussion of healthy vs toxic relationships</i>	<i>Discussion of respecting all types of equality</i>	<i>Recognising that your morals can be impacted by your current beliefs.</i>	<i>Debating whether someone should have the right to send their own life.</i>	<i>Summary and assessment Summary of religious and non-religious viewpoints</i>	<i>Consideration of Humanist views on morality</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Discussion of how religion will impact your expectations for relationships</i>	<i>Engaging in debate that Christians use for and against same sex marriage</i>	<i>Debating the public opinion to sensitive life and death issues such as abortion</i>	<i>Engaging in understanding the public opinion to sensitive life and death issues such as euthanasia</i>	<i>Summary and assessment Respect and tolerance of different faiths and beliefs</i>	<i>Consideration of the increasingly secular views in modern British society</i>



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<i>Appreciating that all relationships are unique and that culture will impact relationship expectations / goals.</i>	<i>Recognising how LGBT+ people have struggled with both religious and social acceptance and how this might impact their spiritual beliefs</i>	<i>Understand the British, Irish and American histories and laws surrounding these sensitive topics and how religion has impacted them.</i>	<i>Appreciating that sensitive topics do not have strictly right or wrong answer, and even those within the same religions may hold different viewpoints.</i>	<i>Summary and assessment What is shared in common between different religious and non-religious views</i>	<i>Increasing diversity in traditions relating to life events such as marriage and death</i>

NOTES

Spiritual

Religious Education encourages pupils to appreciate a range of religions and their associated beliefs, in addition to non-religious views such as those held by Humanists. Pupils will often reflect on their personal beliefs in relation to topics being studied and are encouraged to appreciate the benefits of considering alternative perspectives and respecting the beliefs held by others

Moral

Pupils consider a range of moral issues throughout the RE course, exploring the views that people may hold in relation to them as a result of religious or non-religious beliefs.

Social

Pupils developed mutual respect and tolerance of those with different faiths and beliefs

Cultural

Pupils recognise the Christian traditions in Britain and the extent to which they still shape many traditions, festivals and laws, whilst celebrating the diversity in modern British society



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Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions 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 	<i>Recognising that your morals can be impacted by your current belief</i>	<i>Discussion of respecting all types of equality</i>	<i>Recognising contrasting views in relation to the relative importance of different prophets</i>	<i>Investigating contrasting views regarding interpretations of the Bible</i>	<i>Exams</i>	<i>Exams</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Debating the public opinion to sensitive life and death issues such as abortion</i>	<i>Engaging in debate that Christians use for and against same sex marriage</i>	<i>Increased understanding and tolerance Muslims within British society</i>	<i>Emphasising the importance of tolerance, eg. through consideration of fundamentalist viewpoints</i>	<i>Exams</i>	<i>Exams</i>



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