

## SMSC provision at Meriden CE Primary School

Subject: RE/Collective Worship

### Spiritual

*At Meriden CE Primary School we...*

- Provides great opportunity for children to consider the beliefs and practices of the Christian faith (60%+ teaching and learning) and those of other faiths
- Encourage children through a variety of means to reflect on the beliefs of others and consider their impact on their own lives
- Create opportunities for children with and without faith to develop this through prayer and reflection in collective worship as well through our values (Christian values for life) which is embedded through worship and class
- Deliver an enquiry-based approach to RE by which children have opportunity to reflect on stimuli, pose questions, analyse ideas and pursue lines of enquiry. An appropriate and 'safe' environment has been cultivated for such methods in many classrooms
- Outdoor reflection area is developing and in progress - launch party in Spring with guest?
- Opportunities for children to reflect during worship times and consider the impact of learning
- An ethos of respect, love and kindness is cultivated and embedded. Helped by our values input during worship times and throughout the classroom which feed into our vision as a school
- Value difference through RE teaching particularly those units of work that consider other belief systems
- Visit other places of worship, helping to foster respect and values for other faiths
- Children encouraged to plan and lead worship regularly
- Encourage an understanding and respect for those who hold views different from their own

#### *Learning intentions:*

- To become familiar with what 'spiritual' means in the religions they study eg use of silence and meditation
- To explore the insights, beliefs and teaching of faith traditions
- To explore beliefs and values, through stories, celebrations, rituals and practices
- To reflect on what they learn about religions
- To develop their own beliefs and values
- To become aware of things other than the material and physical

#### *Example outcomes (I can...)*

- ask ultimate questions - responding to the challenging experiences of life, death, suffering, goodness, evil and be challenged by the different answers offered by Christianity and other faiths
- express my thoughts creatively
- appreciate the beauty and order of natural and human made world
- respond to my world with awe and wonder

### Moral

*At Meriden CE Primary School we...*

- Have a moral code which, although is explicitly Christian in nature, makes links with other faiths and practices
- Use an RE curriculum in which teaching and learning looks at the main great faiths in varying detail where equality is considered across many different units
- Have annual Faith weeks which focus on the belief and moral systems of other faiths.

#### *Learning intentions:*

- Values such as, truth, justice, kindness, honesty are on a 3 yearly cycle as foci for each half term
- Collective worship will occasionally reflect on current news involving breaches or challenges on moral code
- To visit places of worship, studying other faiths often providing opportunity to consider the moral code of other belief systems where connections are made
- To investigate examples set by characters in religious stories
- To know that there may be more than one side to moral argument

#### *Example outcomes (I can...)*

- discuss the moral teaching of founders and leaders
- explore key themes in religious stories eg good and evil
- reflect on the teaching in moral codes: what is right and wrong?

### Social

*At Meriden CE Primary School we...*

- Have strong links with the church and its worshipping community e.g. regular visits to the church for celebrations (Y6 leavers, Christingle etc) as well as being involved with Carols on the Green and Christmas Tree Festival. Parents welcomed to all services
- Have a curate who is regularly in school, being available to meet with children and to plan worship alongside children e.g. Christingle service has entirely involved the children's ideas this year. She also takes worship every other week in school and other visitors from the community strengthen the link further e.g. church leaders from other traditions, village library staff, local tradesmen
- Children regularly lead worship as outlined above.

#### *Learning intentions:*

- To consider tensions in society for example Y6 Human Rights unit or work
- To know about different religious communities and how they work together
- To listen to religious stories which show a variety of relationships
- To explore events eg ceremonies and festivals, which bring communities together
- To know and understand importance of family and traditions within religious faiths

#### *Example outcomes (I can...)*

- discuss religious attitudes to social and environmental issues
- understand how religious moral codes bind a community together

## Cultural

### *At Meriden CE Primary School we...*

- Have a culture as a church school which is explored through our worship which focuses upon:
  - Anglican traditions
  - Christian doctrines
  - Christian value system
- Annual faith weeks immerse children in belief systems and culture including visits from people of another faith
- The charities we support focus on a variety cultures for example EduCaid. This link has been strengthened through Y6 children writing and receiving letters from sponsored children
- Songs in worship times can come from a range of cultures.
- Meet people of a variety of faiths and cultures and visiting places of worship

### *Learning intentions:*

- To visit and reflect on other places of worship
- To explore Britain as a multi-faith, multi-cultural society
- To use the arts as a stimulus
- To look at different attitudes to animals and environment in different cultures

### *Example outcomes (I can...)*

- discuss how peoples' beliefs and cultural traditions affect the way they live their lives eg food, dress
- explore religious traditions in their own community and how these shape people's lives
- represent work in various artistic forms