



**Highsted Grammar School**  
**Spiritual, Moral, Social & Cultural Mapping**

**Subject: Religious Education**

**Year: 7**

| <b>Strand</b>    | <b>Explanation of provision</b>   | <b>Term 1</b>   | <b>Term 2</b>  | <b>Term 3</b>   | <b>Term 4</b>   | <b>Term 5</b>  | <b>Term 6</b>   |
|------------------|---|---|--|---|---|--|---|
| <b>Spiritual</b> | <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>   | <i>Identity</i><br><i>Understanding that religion can play a significant role in people's identity.</i>                 | <i>Belief in God</i><br><i>Discussing Why people believe in God or not?</i>  | <i>Sikhism</i><br><i>Explore a set of beliefs that may be different to their own</i>  | <i>Sikhism</i><br><i>Learning about the experience of young Sikhs in modern day Britain</i>                                       | <i>Hinduism</i><br><i>Explore a set of beliefs that may be different to their own</i>  | <i>Hinduism</i><br><i>Gaining a sense of enjoyment through learning about other traditions</i>                |
| <b>Moral</b>     | <ul style="list-style-type: none"> <li>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</li> <li>understanding of the consequences of their behaviour and actions</li> <li>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</li> </ul>   | <i>To learn to respect everyone's opinion regardless of personal beliefs</i>  | <i>How to discuss sensitive topics e.g. other religions than your own</i>    | <i>Consideration of British law and the extent to which accommodations should be made for minority religions (eg. public wearing of kirpan)</i> | <i>Understanding that religion and culture as well as your age can impact expectations of yourself and those around you.</i>      | <i>Application of the Highsted Virtues to the concepts of deities showing different characteristics</i>                        | <i>Investigate and appreciate different views regarding death and the afterlife</i>                           |
| <b>Social</b>    | <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul> | <i>Working with others within the class to consider aspects of their identity that are shared with others or unique</i> | <i>Discussing what is a God? Why might people believe/not believe in God</i> | <i>Developing mutual respect and tolerance of those with different beliefs through increased understanding of core beliefs</i>                  | <i>Understanding how one's religion/ culture / gender should not affect how anyone is treated. To always strive for equality.</i> | <i>Developing mutual respect and tolerance of those with different beliefs through increased understanding of core beliefs</i> | <i>Working with others as part of a creative exploration of spirituality being expressed through the arts</i> |



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|-----------------|---|--|--|---|---|---|--|
| <b>Cultural</b> | <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• 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</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• 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</li> </ul> | <p><i>Discussion and assessment on impact of religion on the British identity/ values.</i></p> <p><i>Reference to Census data to identify national trends in relation to religious belief.</i></p> | <p><i>Discussing universal elements of Gods/ Goddess.</i></p> <p><i>Highlighting those religions share more in common than in opposition</i></p> | <p><i>Writing an account of a pilgrimage to the Golden Temple in Amritsar from the perspective of a Sikh.</i></p> | <p><i>Recognising elements within Sikh weddings that are seen in British / Christian weddings and valuing the differences that do appear, eg. clothing and traditions</i></p> | <p><i>Understanding the contribution of Hinduism to diversity in this country</i></p> | <p><i>Participation in the Citizenship week activities, including music, dance and art</i></p> |

**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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**Year: 8**

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|------------------|---|---|---|--|--|---|---|
| <b>Spiritual</b> | <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>   | <i>Judaism</i><br><i>Understand that religion can play a significant role in people's identity/behaviour/ beliefs</i> | <i>Judaism</i><br><i>Understand how the day in the life of a Jew is similar / different to a non-Jewish person.</i> | <i>Jesus</i><br><i>Understand that role models can play a significant role in people's behaviour and beliefs</i> | <i>Buddhism</i><br><i>Understand that religion can play a significant role in people's identity/behaviour/ beliefs</i> | <i>Buddhism</i><br><i>Understand a Godless religion in the modern world</i>       | <i>Purpose of life?</i><br><i>Discussing how important happiness is to everyone</i> |
| <b>Moral</b>     | <ul style="list-style-type: none"> <li>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</li> <li>understanding of the consequences of their behaviour and actions</li> <li>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</li> </ul>   | <i>Discussing Gods laws verse societies laws/norms</i>  | <i>Discussing how religion can cause both conflict and peace</i>  | <i>Discussion of the positive actions Jesus displayed and promoted to others</i>                                 | <i>Discussion of the 5 precepts - religious rules</i>  | <i>Debating why you should be good if not for a God?</i>                          | <i>Debating should happiness be everyone's goal in life?</i>                        |
| <b>Social</b>    | <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul> | <i>Recognising the difference similarities between Gods Laws and societies laws</i>                                   | <i>Recognising how religion can be used positively e.g., for charity, but also negatively e.g. terrorism</i>        | <i>Recognising that Jesus was a Jewish, person of colour who was at one point also a refugee.</i>                | <i>Recognising that social-economic status does not put you at a spiritual advantage / disadvantage</i>                | <i>Recognising that many of the Buddhist precepts match British societal laws</i> | <i>Recognising that everyone's goals in life are as unique as themselves</i>        |



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| <b>Cultural</b> | <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• 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</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• 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</li> </ul> | <i>Appreciating that food has more than simple nutritional value but spiritual and culture value too. As well as the way the food is prepared and served also has meaning to Jewish communities.</i> | <i>Recognising that the Jewish community has still not reached pre-WWII numbers and how that has impacted Jews around the world</i> | <i>Acknowledging the history of Jewish persecution and how that may affect those minority communities</i> | <i>Recognising how mindfulness now a major element of good mental health stems from Buddhist teachings</i> | <i>Acknowledging that many life skills being taught in school/ hospitals come from the Buddhist religion</i> | <i>Recognising that Buddhist culture although far from Britain on the map is very similar to British culture.</i> |

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|------------------|---|---|--|--|--|--|--|
| <b>Spiritual</b> | <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>   | <i>Christianity<br/>Consideration of personal beliefs and those of the country as a whole</i>               | <i>Christianity<br/>Discussion of a range of different perspectives regarding death and the afterlife</i>      | <i>Islam<br/>Increasing understanding and respect for other people's faiths through studying of core Islamic beliefs</i> | <i>Islam<br/>Increasing understanding and respect for other people's faiths through studying of core Islamic beliefs</i> | <i>Islam<br/>Consider personal views in relation to what is and is not appropriate clothing in British society</i> | <i>Summary<br/>Increasing understanding and respect for other people's faith</i>     |
| <b>Moral</b>     | <ul style="list-style-type: none"> <li>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</li> <li>understanding of the consequences of their behaviour and actions</li> <li>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</li> </ul>   | <i>Investigating contrasting views regarding interpretations of the Bible</i>                               | <i>Christian beliefs regarding sin, the crucifixion and resurrection</i>                                       | <i>Recognising contrasting views in relation to the relative importance of different prophets</i>                        | <i>Consideration of Islamic beliefs regarding Free Will and the afterlife</i>  | <i>Consideration of contrasting viewpoints in relation to Islamic dress</i>  | <i>Consideration of contrasting viewpoints in relation to Christianity and Islam</i> |
| <b>Social</b>    | <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul> | <i>Emphasising the importance of tolerance, e.g. through consideration of seemingly opposing viewpoints</i> | <i>Discussion of contrasting viewpoints within the class, respecting beliefs that are different to our own</i> | <i>Increased understanding and tolerance Muslims within British society</i>  | <i>Increased understanding and tolerance Muslims within British society</i>  | <i>Discussion of the laws regarding religious clothing in this country</i>   | <i>Mutual respect and tolerance of different religious beliefs</i>                   |



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