

Guidance Paper B

RE, Citizenship Education, Personal, Social and Health Education, SEAL and Spiritual, Moral, Social and Cultural Development.

There is an extensive frontier between RE, Citizenship education, SEAL and personal, social and health education across both the primary and secondary phases of education.

While the Syllabus acknowledges this frontier, and reinforces the contribution RE can make to these other key areas of the curriculum, as a Syllabus for Religious Education it is in areas such as beliefs, identity, respect and community that there is an explicit and distinctive set of connections with the Citizenship curriculum.

Schools are able to make these links in many ways, through both the discreet timetabling of RE, PSHE or Citizenship, and sometimes through common teaching time.

Religious Education includes aspects of social and moral responsibility that are components of PSHE and Citizenship. It is a curricular subject, required for all pupils since 1944, and is strongly placed to take forward the school's intentions with regard to diversity. The aims for religious education promote the values and attitudes needed for Citizenship in a democratic society by helping pupils to develop their own sense of identity and to understand and respect people of different beliefs, practices, races and cultures. Values are dependent on beliefs and religious education provides knowledge and understanding of beliefs and belief systems. Religious Education can enable pupils to explore issues of identity and belonging, and the associated questions of rights and responsibilities. Religious education can offer a critique of citizenship, for example by asking: What is meant by a good citizen? What do religions have to say about citizenship? What does 'community' mean? How shall we live together with all our differences?

Religious education examines:

- Religious and moral beliefs and values that underpin moral decisions and behaviour, for example by asking questions such as 'what is fair?' or 'what are my rights?'
- Ideas about relationships and the family found in different faiths and cultures, for example asking questions about personal choices, relationships and human love;
- Social policies and practices, for example, crime and punishment or the law about abortion;
- Ideas about health, for example concerning the use and mis-use of drugs;
- Issues connecting with social, political and international awareness, for example human rights and responsibilities;
- The work of voluntary and charitable organisations that seek to alleviate disadvantage or distress, for example, Christian Aid, Muslim Hands, Jewish Care, Khalsa Aid, The Karuna Trust, Sewa International.
- The role of religion or a spiritual way of life in enabling a person to develop a sense of self worth or positive esteem for example asking questions such as 'what would it mean to believe I am a creature of a loving God?' 'What would it mean to believe I am an accident of time and chance?'

Spiritual, Moral, Social and Cultural Development: A distinctive contribution from Religious Education

The Nottinghamshire and Nottingham City Agreed Syllabus for RE enables the teaching of RE to make a distinctive and significant contribution to these four aspects of pupils' development. While schools provide for these aspects of personal development in many ways, and through many subjects of the curriculum, RE can provide a particular insight into spiritual and moral education within the curriculum, and makes a distinctive contribution to understanding cultural diversity through developing understanding of religions.

There is an extensive literature on these topics, which are always contested. For the purposes of the RE syllabus, the following descriptions provide a basis for ways in which the RE curriculum can contribute to pupils' personal development.

- **Spiritual development** enables people to look within themselves, at their human relationships, at the wider world and at their vision of the divine or the ultimate reality with characteristics such as courage, hope, acceptance, strength, insight, compassion and love, so that they can better face all the sufferings, challenges and opportunities of human life. Opportunities for spiritual development in the RE curriculum may occur through reflection on many aspects of the syllabus content, and enrich pupil's understanding. RE makes a leading contribution to all aspects of spiritual education.
- **Moral development** enables pupils to take an increasingly thoughtful view of what is right and wrong, to recognise the needs and interests of others as well as themselves and develop characteristics such as truthfulness, kindness, unselfishness and commitments to virtues such as integrity, justice and the will to do what is right. This can enable pupils to reflect on the value of living in ways that respect the well-being and rights of each person. Opportunities for moral development in the RE curriculum may occur through reflection on many aspects of the syllabus content, and enrich pupil's understanding. RE makes a particular contribution to attitudes that take moral issues, and moral dimensions of other issues, seriously.
- **Social development** enables pupils to relate to others successfully through an understanding of the responsibilities and rights of being a member of various family, local, national and global communities. It enables them to develop social skills, qualities, attitudes and characteristics such as respectfulness, tolerance, and a willingness to get involved. This can help to enable pupils to play a full and fulfilling part in their community and society as, for example, family members, citizens, learners and workers. Opportunities for social development in the RE curriculum may occur through reflection on many aspects of the syllabus content, and enrich pupil's understanding. RE makes a particular contribution to committed attitudes to social change.
- **Cultural development** enables people to develop their sense of their own place and identity in society and value and participate creatively in their own culture and the cultures of others by developing their appreciation of the arts, sport, music, travel and other aspects of culture. Cultural development makes its contribution to human wellbeing through enabling participation in diverse varieties of cultural life for the enrichment of individuals and communities. Cultural development enables people to develop understanding, qualities and attitudes which lead to appreciation or participation in local, regional, national, European and global cultures. Opportunities for cultural development in the RE curriculum may occur through reflection on many aspects of the syllabus content, and enrich pupil's understanding. RE makes a particular contribution to open minded attitudes to cultural and religious diversity.