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| **How this unit will:** | This unit also: |
| **(i) Contribute to the promotion of students’ SMSC development**  This unit will contribute to the promotion of all aspects of students’ spiritual, moral, social and cultural (SMSC) development. For example by deliberately increasing students’ *“ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and value*” (spiritual), also by creating educative opportunities for students to *“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”* (social), as well as the way this unit will cultivate an interest for students 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities”* (cultural)*.*  (**ii) Prepare children and young people for life in modern Britain**  Where the students’ SMSC development is being actively promoted it is most likely students will be being prepared for life in modern Britain. However, in addition to this the way high-quality dialogue is promoted in all RE classrooms and students are enabled to have an *“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”*, this can be further assured.  **(iii) Ensure progress for all students**  The high level of questioning and classroom dialogue assumed in the way teachers interact in the classroom and the open-ended nature of the enquiry, as well as the opportunities for independent and additional study, will ensure students are able to achieve age-related expectations in religious education | **Links with young people’s prior knowledge by …**  **Explicitly** giving opportunities for young people to discuss, explore and celebrate together, creatively, and intellectually, their experience of what has been studied in religious education across time in their respective primary schools. |
| **Supports children and young people with SEND needs and ensures greater depth exploration is also possible by**: holding high expectations for all young people as well as for example recognising speech, language, and communication (SLC) needs. Young people welcomed into the classroom, ensuring a relational approach to teaching. High quality classroom dialogue and talk is always encouraged and made possible. Opportunity for the use of visuals and colour, in books and other written examples, regularly offered to all young people. |
| **High quality resources always in use:**  For example, using RE Centre packs available on Hampshire Website and Moodle+ plans.  IMPORTANT TO NOTE: Materials for the **Inquire** and **Contextualise** steps must be chosen carefully by specialist teachers in such a way as to open-up intellectually challenging discussions, appropriate for the age of the children/ young people |