

Religious Studies Policy

Last Updated: August 2023

Next Review: August 2024

Purpose

Religious Studies (RS) is a compulsory subject and forms part of the National Curriculum to which every student should have access to. It can provide the foundation for many people's lives and promote acceptance, tolerance and understanding of other beliefs. Through the teaching of RS we aim to promote the spiritual, moral, social and cultural development of all pupils. At Hemdean House School we enable children to develop a sound knowledge for the following major religions; Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism. Children also have the opportunity to learn about smaller, yet popular religions such as Humanism and Atheism as well as learning about significant individuals relating to religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding as well as addressing bigger questions through philosophical debate. HHS help children learn from religions as well as about religions.

Aims

Religious Studies is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. Our aims at Hemdean House are to ensure that children:

1. Know about and understand a range of religions and worldviews
2. Can express ideas and insights about the nature, significance and impact of religions and worldviews
3. Gain and deploy the skills needed to engage seriously with religions and worldviews
4. Develop conceptual understanding of religion, religious beliefs and practices in order that they can begin to engage in informed reflection and discussion about religion
5. Develop an informed appreciation of religions in order that they can explore religions with openness, interest and enjoyment
6. Value religious and cultural diversity in order to enhance their social and cultural development and contribute more to society
7. Create meaning from their knowledge and understanding of religions in order to enhance their spiritual and moral development
8. Develop an awareness of the richness of religions and their contributions to society and culture
9. Recognise commonality and different within and between religions to develop respect, openness and curiosity
10. Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.

Coverage across Year Groups

Below is an overview for each year group and their topic(s) of focus for each term.

<i>Year Group</i>	<i>AUTUMN TERM</i>	<i>SPRING TERM</i>	<i>SUMMER TERM</i>
YEAR 1	Friendship Christmas: Gifts and Giving	Caring for Others Easter and Surprises What do eggs have to do with Easter?	Religion and Rituals Places of Worship (1) Is the world a fair place? (ASU)
YEAR 2	Nature and God; Harvest Rules and Routines (combine two lesson packs) Christmas: Light and Dark What does the Christmas story tell Christians about Jesus?	Beginnings and Endings Easter: Adapt from Y3 Good Friday lesson pack Why is Easter important to Christians?	Ceremonies Places of Worship (2) What are your big questions? (ASU)
YEAR 3	ISLAM What does it mean to be Muslim? CHRISTIANITY - CHRISTMAS Why are presents given at Christmas – and what might Jesus think?	ISLAM How can a mosque help us to understand the Muslim faith? How do the pillars of Islam help Muslims live a good life? CHRISTIANITY - EASTER What happened – and what matters most to Christians?	CHRISTIANITY How did the Church begin? How did Jesus change lives and why do Christians call Jesus ‘Saviour’? What do Christians believe God is like? Why do Christians share communion?
YEAR 4	HINDUISM What does it mean to be a Hindu? CHRISTIANITY - CHRISTMAS How can artists help us understand Christmas?	SIKHISM What does it mean to be a Sikh? CHRISTIANITY - EASTER How does Lent help Christians prepare for Easter? Food and Fasting	COMPARISON OF BELIEFS (Hinduism/Sikhism/Christianity) Why is praying important? Beliefs about God ? Do Christians/Hindus/Sikhs worship the same all around the world? How can we live together on one world? (ASU)
YEAR 5	JUDAISM What is the ‘golden rule’? – and are they all the same? What does it mean to be a Jew? (ASU) CHRISTIANITY - CHRISTMAS Why is light an important sign at Christmas?	JUDAISM How can a synagogue help us understand the Jewish faith? What are important times for Jews? CHRISTIANITY - EASTER How do Christians know what happened at Easter?	CHRISTIANITY - COMPARISON Is Christian worship the same all around the world? Comparison of different Christian faiths (For example, Baptist, Methodist, Anglican) How do people express their beliefs through the arts? (ASU)
YEAR 6	BUDDHISM What does it mean to be Buddhist? CHRISTIANITY - CHRISTMAS What do the Gospels say about the birth of Jesus – and why is it ‘good news’?	HUMANISM What is Humanism? CHRISTIANITY - EASTER Did Jesus have to die?	STUDY OF PEOPLE WHO HAVE LED EXTRAORDINARY LIVES Christianity, Buddhism, Humanism What is wisdom? (ASU)

Organisation

Class teachers are responsible for the teaching of RS every week from years 1 -6. The curriculum is taught in units with children working as a class, individually or in small groups or pairs. In Key Stage 1 the aim is for children to develop an understanding of each of the religions studied during their school career. By the end of Key Stage 1 the children should understand the key beliefs and practices, places of worship, holy books, significant symbols and festivals celebrated by each of the key religions. During Key Stage 2 the units are based on overarching ideas **which develop discussion and debate and apply previously learning about each religion to bigger ideas and questions**, focusing on one or two religions for each year group, with scope for the teacher's own initiatives and ideas for activities and how the lessons are taught.

The Early Years Curriculum

Religious Studies is covered in the 'All About Me' topic when children discuss the similarities and differences of each other and celebrate and discuss special religious events and celebrations such as Diwali, Christmas and Easter which are important to individual families.

Reporting

Written reports detailing the pupil's progress in knowledge and skills are shared with the parents at the end of the Autumn and Summer terms. Pupil's performance is judged by their progress in achieving the key elements of the curriculum within the topics studied.

Assessment

Children completed a "What I know and What I would like to know" at the start of topics. Class teachers will assess children's work by making informal judgements during lessons. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work. At the end of each unit of work, the teacher assesses the child's understanding of that topic using a variety of methods including; verbal and written questioning and quizzes, or by creating a poster or written piece of work showcasing their knowledge

Spiritual, Moral, Social and Cultural Development

Through teaching Religious Studies in our school, Hemdean House provides opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. The pupils are helped to recognise the difference between right and wrong through the study of moral and ethical questions. The pupil's social development is enhanced by helping them to build a sense of identity in a multicultural society **as well as developing their British Values of tolerance, respect and individual liberty by understanding the practices of different religions and understanding that we are all entitled to different views and beliefs within a multicultural society**. Children can explore issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives.