

Religious Studies Policy

Last Updated: August 2021

Next Review: August 2022

Purpose

Religious Studies 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 Naturalism and Atheism. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. 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	<p>What do Christians believe God is like? Why is 'Church' important to Christians?</p> <p>Christmas: Why is Christmas important to Christians?</p>	<p>Who is Jesus?</p> <p>Why did Jesus tell parables?</p> <p>Easter: What do eggs have to do with Easter?</p>	<p>What is the Torah, and why is it important to Jews?</p> <p>Why do Jewish families celebrate Shabbat?</p> <p>Why should we look after our world?</p>
YEAR 2	<p>Why is the Bible an important book for Christians?</p> <p>Christmas: What does the Christmas story tell Christians about Jesus?</p>	<p>Why do Christians call Jesus 'Saviour'?</p> <p>What do Christians believe God is like?</p> <p>Easter: Why is Easter important to Christians?</p>	<p>Is prayer important to everyone?</p> <p>Who is Allah, and how do Muslims worship him?</p> <p>What is important to Muslim families?</p>
YEAR 3	<p>How does the Bible reveal God's rescue plan?</p> <p>Christmas: Why are presents given at Christmas – and what might Jesus think?</p>	<p>How can a mosque help us to understand the Muslim faith?</p> <p>How do the pillars of Islam help Muslims live a good life?</p> <p>Easter: What happened – and what matters most to Christians?</p>	<p>How did the Church begin?</p> <p>How did Jesus change lives?</p> <p>Why do Christians share communion?</p>
YEAR 4	<p>What do Christians believe about God?</p> <p>What does it mean to be a Hindu?</p> <p>Christmas: How can artists help us understand Christmas?</p>	<p>Why is praying important for Christians?</p> <p>What helps Hindus worship ?</p> <p>Easter: How does Lent help Christians prepare for Easter?</p>	<p>Why do Christians call God 'Father' ?</p> <p>Is Christian worship the same all around the world?</p>
YEAR 5	<p>What is the 'golden rule'? – and are they all the same?</p> <p>Christmas: Why is light an important sign at Christmas?</p>	<p>How can a synagogue help us understand the Jewish faith?</p> <p>Easter: How do Christians know what happened at Easter?</p>	<p>What are important times for Jews?</p> <p>Who did Jesus say 'I AM'?</p> <p>How did Jesus' teaching challenge people?</p>
YEAR 6	<p>What do Sikhs value?</p> <p>Christmas: What do the Gospels say about the birth of Jesus – and why is it 'good news'?</p>	<p>What does it mean to be a Sikh?</p> <p>Adam, Eve, Christmas, Easter: what are the connections?</p> <p>Easter: Did Jesus have to die?</p>	<p>The Trinity: How is God three – and yet One? How can churches help us to understand Christian belief?</p> <p>Study of minor religions (Naturalism and Atheism)</p> <p>*Study of people who have led extraordinary lives?</p>

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. The units are based on overarching ideas, 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 mainly looked at in their 'All About Me' topic when they discuss the similarities and differences of each other and they celebrate and discuss special events/celebrations such as Diwali, Christmas and Easter.

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.

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. 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.

Assessment

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.