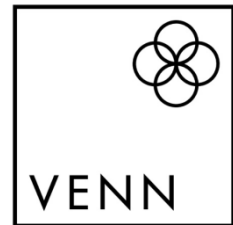


# Mountbatten Primary School

## Religious Education Policy

<b>Reviewed By</b>	<b>Approved By</b>	<b>Date of Approval</b>	<b>Version Approved</b>
Claire Greenfield and Amy Jewitt	Governing Body	27.2.20	



## **Aims and Objectives**

Religious Education develops pupils' knowledge, understanding of and ability to respond to Christianity and other principal religions of Britain, increasing their awareness and understanding of the influence and importance of religion, beliefs, values and traditions on individuals, societies, communities and cultures.

Mountbatten Primary School is an inner-city primary school, the general outlook of the local area is secular and the faith most in evidence is Christianity. The school will however endeavour to promote knowledge, understanding and respect for a variety of beliefs.

RE at Mountbatten Primary School contributes in a significant way to the spiritual, moral, social and cultural development of children alongside the other areas of both formal and informal curriculum. It also incorporates British Values.

In accordance with the Education Reform Act (1988), the general aims for RE at Mountbatten Primary School are encapsulated in the Attainment Targets of the updated East Riding Agreed Syllabus (2016), namely:

Access to the syllabus is all online and available at:

<http://www.eriding.net/all-ages/religious-education/>

The programmes of study in the 2016 East Riding and Hull Agreed Syllabus represent the learning opportunities which should be available to the pupils within the relevant Key Stage.

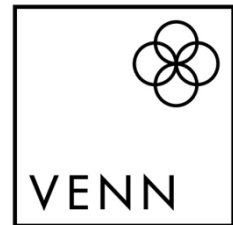
Our objectives for RE at Mountbatten Primary School R.E. are:

- Introduce the children to ideas and experiences of religion in the world around them.
- Lay the foundations for future understanding of religious beliefs and practices.
- Develop an understanding of the beliefs, practices and institutions of Christianity and the other major religious traditions represented in Great Britain.
- Allow pupils to explore their own beliefs and values in relation to those of others.
- Develop investigative, reflective and social skills.
- Foster positive attitudes towards others and their values and beliefs.
- Encourage an appreciation of the variety of experiences of life and how these may be interpreted.

## **Whole School Curriculum Intent**

At Mountbatten Primary School we carefully design, plan and implement an ambitious curriculum to provide breadth, depth and balance for every pupil.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all pupils access the full curriculum. High



standards and enabling all pupils to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

Through careful sequencing of the curriculum, we build in many opportunities to build on prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that pupils are able to make links between prior learning and new learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child. Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Mountbatten Primary School makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish.

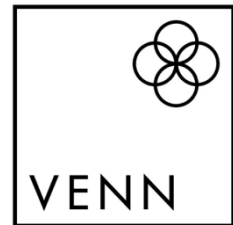
### **Subject Curriculum Intent**

- The RE curriculum is designed to equip pupils with the knowledge of world religions, including Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism.
- Promote the spiritual, moral, social and cultural development of all pupils
- Provide pupils with an understanding of world religions and people of different faiths and their beliefs, attitudes, practices and rituals
- Provide pupils with knowledge and understanding of a range of cultures, in particular those that they will come across in our local area.
- Provide pupils with experiences from different cultures through visitors and visits.
- Teach pupils the values needed to live in Modern Britain and ensure pupils are aware of how often these values are needed

### **Subject Curriculum Implementation**

The implantation of the RE curriculum is through a number of elements, outlined below:

- LTP
- MTP
- Curriculum knowledge
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning
- Finishing thinkers/challenges
- Assessment
- Teacher subject knowledge
- Resources



### **Subject Curriculum Impact**

- Outcomes of pupils in each year group.
- Opportunities to build on prior knowledge year on year, making links between different religions, faiths and cultures.
- Develop an understanding that the world is made up of different religions, faiths and cultures and that all people should be treated equally.
- Develop mutual respect by recognising the diversity, beliefs and values within and between communities and individuals
- Demonstration of the values of Modern Britain through the rest of their school life and beyond into the wider world.
- Allow pupils to develop their own beliefs and values.

### **Curriculum Planning**

Schemes of work are based on the East Riding and Hull Agreed Syllabus (2016) which ensures that at some point in each Key Stage each of the main strands is approached, usually on more than one occasion, to ensure full coverage.

At all times an open and enquiring attitude towards religion will be encouraged, staff will ensure that their personal beliefs are not promoted above those of others.

Mountbatten Primary School follows the Discovery RE Scheme of work which is mapped to cover all aspects of the Hull and East Riding SACRE Agreed syllabus.

Discovery RE studies Christianity in every year group with a spiral developmental approach, Christmas and Easter being given different treatment each year to deepen understanding.

Most year groups then have a choice of which other religion to study alongside Christianity, meaning that it is possible to enable children to encounter all 6 principal religions by the end of Key Stage 2 (11 years old)

Year 1 Christianity plus Judaism

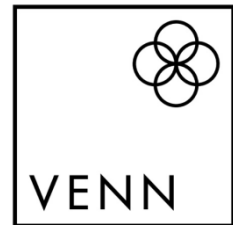
Year 2 Christianity plus Judaism

Year 3 Christianity plus Hinduism

Year 4 Christianity plus Judaism

Year 5 Christianity plus Hinduism

Year 6 Christianity plus Islam



## **Subject Provision across the School**

### **EYFS**

Pupils in EYFS are encouraged to develop skills, knowledge and understanding that help them to make sense of their world. This learning forms the foundations for later work in RE. RE is taught through the Early Learning Goal, Understanding the World and the subheading People and Communities. This includes familiar family rituals such as birthdays, Easter and Christmas. Children are introduced to other religions through the Preschool folder from Discovery RE.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities attract the children's interest and curiosity through visitors.

### **Key Stage 1 and Key Stage 2**

At Mountbatten Primary School we follow the Hull and East Riding SACRE syllabus through Discovery RE. Children in Key Stage 1 and 2 will study Christianity, Judaism, Islam and Hinduism. They will learn through key questions relating to each religion. These key questions also relate to the world around them.

In Key Stage 1, pupils will study Christianity and Judaism. In Key Stage 2, pupils will study Christianity, Judaism, Hinduism and Islam.

Planning includes covering 4 key stages:

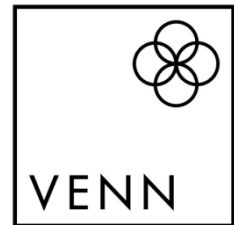
- 1) Engagement
- 2) Investigation
- 3) Evaluation
- 4) Expression

We use Discovery RE to inform our planning and to ensure that our lessons support and endorse the teaching of British Values. Through the teaching of various religions, we cover democracy, the rule of law, individual liberty, mutual respect and tolerance.

### **Resources**

#### **Christianity**

- Chalice and plate
- Christening candles
- Easter Candle
- Candle chimes
- Salvation Army flag
- Easter cards
- Prayer cards
- Orthodox Virgin and child
- Bookmarks



- Jesus witness pin
- Rosary beads
- Palm crosses

### **Islam**

- Prayer mat with compass
- Poster (Mohammed)
- Islamic artefacts poster
- Prayer beads
- Quran and stand

### **Sikhism**

- Female doll
- 5 Ks
- Kara (bangle)
- Kacchera (shorts)
- Kirpon (knife)
- Kanga (comb)
- Turban
- Sikh flag

### **Judaism**

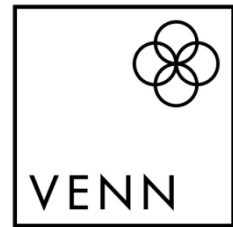
- Torah roll and cover
- Dreidel
- Mezuzah case
- Shema
- Bar Mitzvah card
- New baby card
- Kippah
- Tallit (Prayer shawl)
- Seder plate

### **Outfits**

- Hindu Saris
- Trousers and jackets (Indian)
- Adult man's Muslim jacket
- Boys Indian outfit
- Girls Muslim/Sikh outfit with trousers

### **Assessment of Subject**

The Hull and East Riding SACRE Agreed syllabus states that assessment relates to areas of understanding. These incorporate two attainment targets:



AT1 Knowledge and Understanding or Learning about religion  
AT2 Reflection and Response or Learning from religion

The Syllabus includes statutory end of key stage statements and suggests three layers of attainment – these could be called emerging, expected and exceeding or working towards, at and beyond. The syllabus does not specify which label to use but recognises the importance of this 3-descriptor process.

Discovery RE has developed a colour-coded assessment process with 3 age-related expectations for the end of each enquiry as well as summary descriptors at the end of each Key Stage. It does, however, still cross-reference to the Attainment Targets 1 and 2 and eight level scale used in many older syllabi as well.

The Humberside region has three layers of attainment, 3 descriptors, which are reflected in the system used in Discovery RE, namely 'Working towards', 'working at' and 'working beyond'. Teachers would find these similarities easy to use and helpful as the assessments in Discovery RE are exemplified hence helping with the tricky task of assessing.

### **Role of the Subject Leader**

The subject leader must:

- Ensure staff are updated and informed regularly to ensure the best teaching of R.E. is delivered.
- Ensure monitoring is done termly to ensure that R.E. is taught consistently throughout the school.
- Write a termly report to share with the Governing Body.
- Produce an annual action plan.

This policy will be reviewed every two years.