



Mountbatten Primary School

Religious Education Policy



1	Summary	Religious Education Policy			
2	Responsible person	Amy Jewitt & Claire Greenfield			
3	Accountable SLT member	J Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	SLT			
6	Who has been consulted and recommended policy for approval	Governing Body			
7	Approved by and date	Autumn 2023 – Governing board.			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Introduction

Religious Education is a subject that strives to ensure pupils gain a more open mind towards other cultures, beliefs and world views.

At Mountbatten we think it is important for children to leave with a well-rounded view of the world and what world views make this up. Therefore, we have ensured that our Religious Education Curriculum does this by ensuring that children are exposed to a variety of world views starting as early as EYFS. This ensures that over their time here at Mountbatten they can add to this knowledge and, by Year 6, leave with a clear picture of what different world views look like and celebrate.

2. Scope of the Policy

2.1. 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 (2022), namely:
Access to the syllabus is all online and available at:

<https://www.hereforschools.co.uk/page/19378>

The programmes of study in the 2022 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 different religious world views such as: Christianity, Hinduism, Sikhism, Islam, Judaism.
- Develop an understanding of the beliefs, practices and institutions of different non- religious world views such as: Humanism.
- 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.



3. Implementation of the policy.

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

- LTP
- Schemes of work
- Curriculum knowledge
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning
- Finishing thinkers
- Assessment
- Teacher subject knowledge
- Resources

3.1. Impact of the policy

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.

3.2. Planning of Religious Education

Curriculum Planning

We have created Schemes of work that are based on the East Riding and Hull Agreed Syllabus (2022) 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. Each year group have planned Schemes of work for each half term unit. These Schemes of work outline mini questions, sticky knowledge, resources to be used, lesson ideas and finishing thinkers. This ensures that no learning is repeated, except for recap, and that all classes are being taught the knowledge outline in the Locally Agreed Syllabus.

The main strands include: Social Sciences, Philosophy and Theology.

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.



The locally agreed syllabus focuses on the use of the term worldviews, with a special focus on comparison and making links, being able to spot similarities and differences between religious and non-religious worldviews.

Every year group studies Easter and Christmas and children will not only focus on Christianity through this but will also compare these special events to similar ones celebrated by other faiths.

By the end of their time in Mountbatten, all children will have been exposed to a variety of worldviews and been given the opportunity to compare these and use their prior learning to help with gaining new knowledge.

3.3. 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 our EYFS MTP and LTP which coincides with the outlined recommendations from the Locally agreed syllabus. Children in EYFS will study Christianity, Judaism, Sikhism, Islam, Hinduism, Chinese and Persian. These are briefly discussed when observing the key units: Special times, Special people, Special books and Special places.

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 Locally agreed syllabus and have created Schemes of work for each year group to outline the key teachings in those recommended units. Children in Key Stage 1 and 2 will study Christianity, Judaism, Islam, Hinduism and Humanism. They will learn through key questions relating to each religion. These key questions also relate to the world around them.

Planning includes covering 5 key stages:

- 1) Asking questions
- 2) Investigate and dig deeper
- 3) Interpret and analyse
- 4) Evaluation and review
- 5) Reflect and respond

We use the Locally agreed syllabus 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. We also use this to ensure that children are being introduced to the three key teaches which are crucial in R.E. which are; Theology, Social Sciences and Psychology.



3.4. Resources

The Locally agreed syllabus has an emphasis on the use of resources and artefacts. To ensure our children are learning in a hands-on way we have a range of artefacts and resources covering a variety of religions.

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



4. Assessment of the 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.

At Mountbatten we use Schemes of work to help assess as these outline sticky knowledge. This sticky knowledge is knowledge that all children in the class should take away from that lesson and be able to recall. This is a key point or bit of learning that links to the worldview or worldviews of that lesson.