

THE ANTHONY ROPER PRIMARY SCHOOL

RELIGION

This policy outlines the teaching and management of Religion taught and learnt at The Anthony Roper Primary School. The policy has been drawn up to reflect our whole school approach to Religion and has been discussed with staff and has the agreement of the Governing Body.

AIMS

The school's aims in Religion are:

1. Develop and awareness of spiritual and moral issues in life experiences.
2. Develop knowledge and understanding of world religions and the value system found in Britain.
3. Develop an understanding of what it means to be committed to a religious tradition.
4. Develop an understanding of religious traditions and to appreciate the different cultural differences in Britain today.
5. Develop and promote a tolerant understanding of and respect for religious believers in our multicultural society.
6. Develop investigative and research skills to enable children to make reasoned judgements about religious issues.
7. Have respect for other people's views and to celebrate the diversity of society.

THE Religion Curriculum

Due to the mixed age class organisation of our school, pupils are taught the religion curriculum on a planned two year rolling programme. This is strictly followed to ensure continuity and progression across the key stages (*Appendix 1*). We plan our religious education curriculum in accordance with the KENT Agreed Syllabus 2012. We ensure that the topics studied in Religion build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each religion and we ensure that planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Foundation Stage

Religion is taught in the Reception classes according to the Curriculum Guidance for the Foundation Stage. There are three areas of learning and development that help shape the Religion program. They are 'Communication and Language', 'Personal Social and Emotional' and 'Understanding of the World'.

Key Stages 1 and 2

Religion teaching covers the programmes of study as indicated in the Kent Agreed Syllabus for Religious Education 2012 although all year groups also learn about Sikhism as it is a prominent religion within the area and the school has some families who are Sikhs.

- At KS1 pupils receive a minimum of 1 hour religion teaching a week.
- At KS2 pupils receive a minimum of 1 hour religion teaching a week.

APPROACHES TO TEACHING AND LEARNING

Teaching enables children to think about their own views and values in relation to what they are learning. We enable pupils to extend their own sense of values and promote spiritual growth and development.

Teachers use a range of teaching strategies including:

- Role play and drama
- Listening
- Story telling
- Discussion and debate
- Reflection
- Use of visitors
- Whole class teaching
- Group work
- Paired work
- Independent work
- The use of ICT resources including iPads

Wherever possible the learning of Religion is made realistic giving a clear context and purpose. In addition, cross-curricular links are made within other subjects when opportunities arise.

INCLUSION AND ADDITIONAL EDUCATIONAL NEEDS

The study of Religion is planned and differentiated to provide pupils with a suitable range of activities and support appropriate to their abilities and needs. The challenge of the task is matched to the ability of the child in a variety of ways by:

- Open-ended tasks which allow for a variety of responses
- Grouping children with mixed ability
- Providing resources of different complexity
- Classroom assistants to support individuals or small groups
- Encouraging all children to participate in extra-curricular activities

Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the Religion curriculum. Gender, disability and cultural differences are reflected positively in the school.

ASSESSMENT

Children's understanding of concepts is assessed using Classroom Monitor.

HEALTH AND SAFETY

All accidents and incidents are treated according to school policy, including any safety issues. We have a variety of Religious artefacts that the children are encouraged to explore in a safe and sensible manner.

RESOURCES

Shared Religion resources are stored in the boxes outside the Staff room. There are also resource books in the Library area.

THE ROLE OF THE SUBJECT LEADER

- Be available to provide support, information and advice
- Take the lead in policy development and review and check the schemes of work to ensure continuity and progression throughout the school
- Monitor the standards of children's work and the quality of teaching in Religion.
- Keep up to date with current developments in Religion and keep staff informed
- Take responsibility for the purchase and organisation of Religion resources (where the budget allows)

POLICY REVIEW

This policy will be reviewed every four years.

Religion Units of Work Year 1 & 2: 2 year cycle

Term	Even years	Odd years
1	<u>Judaism</u> <u>Beliefs</u> 1 god Gods promise to Abraham <u>Story</u> Abrahams journey to the promised land Moses in the bull-rushes <u>Celebration</u> Passover Hanukkah <u>Harvest</u>	<u>Islam</u> <u>Beliefs/origin</u> Allah as creator Angels <u>Worship & Sacred Places</u> The Koran A Mosque Mecca <u>Harvest</u>
2	<u>Christianity</u> <u>Believing</u> God as creator Jesus family and upbringing <u>Stories</u> Baptism Jesus stills a storm <u>Christmas</u>	<u>Christianity</u> <u>The Bible</u> Who wrote it? Who is in it? Why written? <u>Stories</u> The Feeding of the 5000 Jesus heals a blind man The Miraculous catch of fish <u>Christmas</u>
3	<u>Hinduism</u> <u>Beliefs & Origin</u> Origin and Founder The cycle of life <u>Family & Community</u> Hindu home – shrine, worship Naming ceremony	<u>Sikhism</u> Guru Nanak - stories about his life & teachings about equality. Celebration of Guru Nanak's birthday. The Guru Granth Sahib - the last of the Gurus. The Gurdwara The Khanda symbol. Sikh Celebrations

<p>4</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Symbols</u> Cross, Candle, water, crucifix, fish, halos, angels <u>Stories Jesus told</u> The Lost Coin The Great Feast</p> <p>Easter</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Worship</u> Prayer Churches Special places for Christians <u>Myself</u> Love and forgiveness Caring for others Rules <u>Easter</u></p>
<p>5</p>	<p style="text-align: center;"><u>Buddhism</u></p> <p><u>Origins and Beliefs</u> The Birth of Buddha Buddhist Worship <u>Symbols and Offerings</u> Puja Shrines and Temples <u>Stories</u> The Moon is looking at You The Buddha and Rahula</p>	<p style="text-align: center;"><u>Judaism</u></p> <p><u>Festivals</u> Hanukkah Passover <u>Family/Community</u> Jewish home Kashrut Shabbat</p>
<p>6</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Belonging</u> People in the Community who help us Our role in the community Why we are special Changes Behaviour and Manners</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Celebrations</u> Baptisms Wedding Birthdays Beliefs</p>

Religion Units of Work KS2 Years 3 & 4: 2 year Cycle

Term	Even Year	Odd Year
1	<u>Judaism</u> <u>Beliefs/Origin</u> One god Special People – Abraham, Moses <u>Worship & Sacred places</u> Torah – Sheema and the 10 commandments Synagogue Rabbi Mt Sinai Jerusalem <u>Harvest</u>	<u>Islam</u> <u>Belonging</u> 5 Pillars of Islam Prayer (Salah) Faith (Shahadah) <u>Symbols</u> Star & Crescent <u>Family & Community</u> The Imam Islamic Art <u>Harvest</u>
2	<u>Christianity</u> <u>Family and Community</u> What is a Christian Rules of the Faith – community, school, home, etc. Keeping and following rules <u>Myself</u> What rules do I think are important <u>Christmas</u>	<u>Christianity</u> Creation <u>The bible</u> Who is in it and who wrote the bible? Why do people read the bible? How is the bible structured? The Old and New Testaments <u>Stories</u> Joseph and his brothers David and Goliath <u>Christmas</u>
3	<u>Hinduism</u> <u>Worship& Sacred Places</u> Mandir Vedas (text)Meditation Temples Mantras River Ganges	<u>Sikhism</u> Guru Har Gobind and the story celebrated by Sikhs at Diwali. Guru Gobind Singh the last human Guru. The 5 Ks. Festival of Baisakhi. Sikh names. Sikh beliefs in action - story of the Guru and the Water carrier

<p>4</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Journey Of Life</u> Why we mark special moment in our lives Baptisms Funerals <u>Special People</u> John the Baptist <u>Easter</u></p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Worship</u> The Bible Prayer Churches & Cathedrals – inside Different styles of faith – Anglican, Church of England etc <u>Easter</u></p>
<p>5</p>	<p style="text-align: center;"><u>Buddhism</u></p> <p><u>Worship & Beliefs</u> The Life of Buddha Dharma Sangha Meditation Triple Gem <u>Stories</u> The Young Deer that Played Dead</p>	<p style="text-align: center;"><u>Judaism</u></p> <p><u>Symbols</u> Mezuzah – make Candles Bread & Wine <u>Festivals</u> Rosh Hashahn Yom Kippur</p>
<p>6</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Inspirational People</u> Jesus as the teacher of Parables The unforgiving servant Workers in the Vineyard The Parable of the Lost son Parables of the Kingdom</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Symbols</u> Fish, lamb, bread, water, wine, rainbows <u>Family & Community</u> Who helps us in the community Our family life Responsibilities</p>

Religion Units of Work KS2 years 5&6: 2 year cycle

Term	Even Year	Odd Year
1	<u>Judaism</u> <u>Journey of Life</u> Bar Mitzvah Mat Mitzvah Weddings <u>Symbols/Artefacts</u> Pesach and Seder Plate Mezuzah Menorah Star of David <u>Harvest</u>	<u>Islam</u> <u>Inspirational people</u> Muhammad <u>Festivals</u> Id-ul-Fitr Id-ul-Adha Muhammad's birthday <u>Journey or life</u> Death ceremony Hajj <u>Harvest</u>
2	<u>Christianity</u> <u>Worship & Pilgrimage</u> Churches Cathedrals The Holy Land Rome <u>Christmas</u>	<u>Christianity</u> <u>Symbols and Religious Expressions</u> What are the religious symbols for Christians – dove, rainbow, olive branch, water, wine etc? Why do Christians use these symbols to express their beliefs?
3	<u>Hinduism</u> <u>Symbols</u> Murtis, Om, Tilaka, Nandi, TrishUla <u>Celebrations</u> Holi Diwali Gods and Goddesses 4 Goals of Human Life	<u>Sikhism</u> The Amrit Ceremony Belonging to the Sikh community The Gurdwara Values by which Sikhs live Marriage Akhand Path – special reading of the Guru Granth Sahib Beliefs taught through the Guru Granth Sahib

<p>4</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Inspirational People</u> Mother Teresa Pope John Paul II The Disciples <u>Beliefs in Action</u> Christian Charities Salvation Army Christian Aid <u>Easter</u></p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>7 Holy Sacraments</u> Baptism, Confession, Confirmation, Holy Eucharist, Holy Matrimony, Holy Orders, Anointing the Sick. <u>Family and Community</u> Home, family life and extended family How family life has changed in recent years Responsibilities of Parents <u>Easter</u></p>
<p>5</p>	<p style="text-align: center;"><u>Buddhism</u></p> <p>3 Signs of Being 4 Noble Truths Karma and the Afterlife Dukkha Dhamma Wheel <u>Stories</u> The Buddha threading the Needle The Fishmonger</p>	<p style="text-align: center;"><u>Judaism</u></p> <p><u>Religion and the Individual</u> The role of imam Journey of life Prayer Book, teffalin, tallith</p>
<p>6</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Belonging</u> Responsibilities of Christians Importance of following beliefs Respecting others beliefs Importance of rules of religions</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>Worldwide Action</u> Christian Charities at Work Cafod Tear Fund What can we learn from this work? How can we help?</p>