



# RELIGIOUS STUDIES

RGS The Grange

September 2024

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## Introduction

RGS The Grange is made up of staff and pupils from a variety of nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all.

We believe that Religious Studies provides an opportunity to foster awareness of differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Religious Studies is taught in accordance with the aims of the Agreed Syllabus for Worcestershire (2020-25). Particularly relevant to RGS The Grange are the following aims:

‘To deliver a syllabus which will contribute effectively to the development of community cohesion and encourage pupils to treat the religious beliefs of all with respect and courtesy with the aim of creating a harmonious, just and equitable society.’

‘To encourage pupils to understand what is meant by ‘religion’ and engage with the range of beliefs, practices and values they will thereby encounter.’

## Legal Requirements

In accordance with the law, we provide Religious Studies for all pupils registered at the school.

Parents are informed in the school prospectus that they have the right to withdraw their pupils from Religious Studies and are required to state this intent annually, in writing, to the Headmaster. If parents choose to withdraw their children we believe that it is their responsibility to provide acceptable alternative Religious Studies work for their children to do during school RS lessons. We expect that this work will be discussed with the class teacher so that these children can be fully included, and their alternative work is linked to what the rest of the class is learning.

## Allocation of Time for Religious Studies

Religious Studies is taught as a discrete subject for at least half an hour in Pre-Prep and an hour per week in the Prep Department.

Pupils participate in Collective Acts of Worship as a Whole School

## Teaching and Learning

Our Religious Studies teaching is based on learning from different religions, as well as learning about religions.

This is achieved by basing our lesson plans on four central concepts:

1. Beliefs – what the followers of a religion believe in
2. Expression and Celebration – how the followers of a religion express their belief through worship and celebrations
3. Living and Belonging – how religious beliefs are manifest in the followers' lifestyle and moral values
4. The Search for Meaning and Purpose – enables our pupils to reflect on their own relationships, moral values, commitments, issues, and raise questions. Pupils develop skills of application, interpretation and evaluation of what they learn about a religion and how to communicate their responses in a variety of ways including digital and written methods

These four concepts are interrelated in our Scheme of Work. Work is scaffolded, and appropriate resources are used to support and meet the needs of children with SEN and EAL.

Religious Studies at RGS The Grange develops many key learning skills such as: investigating, interpreting, analysing, explaining, synthesising, reflecting, evaluating and empathising.

Where possible we create links between RS and other subjects, particularly with our PSHCE and SMSC curriculums.

### Spiritual, Moral, Social and Cultural Development

Religious Studies is a key opportunity for children to develop spiritually, morally, socially and culturally. In Religious Studies lessons, as well as in PSHCE and in our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider others' responses, and to respect that belief in a spiritual dimension is an important aspect of some peoples' lives.

Religious Studies supports our school's Christian ethos of introducing pupils to the significance of belonging to a community, the diversity of communities in the wider world, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

### EYFS

Religious Studies makes a contribution towards achieving the early learning goals in the seven areas of learning in the Early Years Foundation Stage, but particularly in the following areas:

- Personal, Social and Emotional Development.
- Communication and Language
- Literacy.
- Understanding of the World.

Pupils will begin to explore religion through stories, special people, events and books. They will begin to reflect on their own feelings and experiences and to use and develop

their imagination and appreciation of the world around them. We encourage visits from members of faith communities as well as embracing opportunities to learn about the special occasions that pupils celebrate in their own religion.

## Pre-Prep Department

In Key Stage 1, pupils begin to acquire knowledge and understanding of Christianity, Judaism, Islam and Sikhism. They consider beliefs, forms of worship and the festivals that are celebrated. Pupils are encouraged to explore their own identity, feelings and experiences as well as those of others in their school and family. We embrace opportunities to learn about the special occasions that pupils celebrate in their families as part of their religious beliefs and promote visits from family members who wish to talk to the children about their special holy days. Visits to places of Worship also are used to propel children's knowledge and understanding about a religion. We encourage visits to places of worship such as the Church and Mosque.

## Prep Department

In the Prep department Christianity is studied in each year group. Buddhism is studied in Year Three, Hinduism and Islam in Year Four, Judaism and Islam in Year Five, and Sikhism, Hinduism and Non-religious communities in Year Six. Pupils learn about the main beliefs these communities hold and how these are manifested in acts of worship. They explore the meaning of commitment to beliefs and observance of religious codes of conduct. They should continue to reflect on their own and others' experiences. Particular emphasis is upon encouraging a respectful, mindful approach to all they do in life. We aim to support pupils in understanding the alternatives and conflicts which life offers such as right and wrong, selfishness and compassion, truth and falsehood, justice and injustice. We aim to include a visit to a place of worship and encourage visits from members of faith communities.

## Assessment

Pupil Self-assessment:

Children can use our red, amber and green traffic light system to colour code their self assessment.

Formative Assessment:

Teachers' assessments are used to inform our lesson planning based on both oral and written work. Verbal feedback can be given

Summative Assessment:

Written reports are produced for Religious Studies at the end of each academic year. Recording in Foundation Stage Profile.

Upper Key Stage 2 we provide opportunities for children to reflect on their learning.

## Monitoring

Standards of teaching and learning in Religious Studies are monitored in the following ways:

- Work scrutiny of a Lower Attainer, Middle Attainer and Higher Attainer to monitor continuity and progression in work within a Year Group
- Monitoring of lesson planning on Google Drive
- Lesson observations
- The Scheme of Work and Policy is monitored termly and reviewed annually by the Prep Head of Department (Emma Hadley) and Pre-Prep Head of Department (Clare Weston)

## Resources

Both Heads of Religious Studies manage the resources and have an annually allocated budget.

Each Year Group has their Scheme of Work **with lesson plans** on Google Drive

Religious artefact boxes are stored and distributed by the Heads of RS

The Library contains reference books for Religious Studies.

Bibles are stored in each Prep Year Group.

THIS RELIGIOUS STUDIES POLICY APPLIES TO ALL PUPILS FROM RECEPTION TO YEAR SIX

Religious Studies Policy Document

Sponsor: Headmaster

Authors: Emma Hadley **and Clare Weston**

Reviewed: August 20**24**

Next Review: July 20**25**

Endorsed in October 2016 by Chair of Education Committee

Re-endorsed in August 2019 by Chair of Education Committee