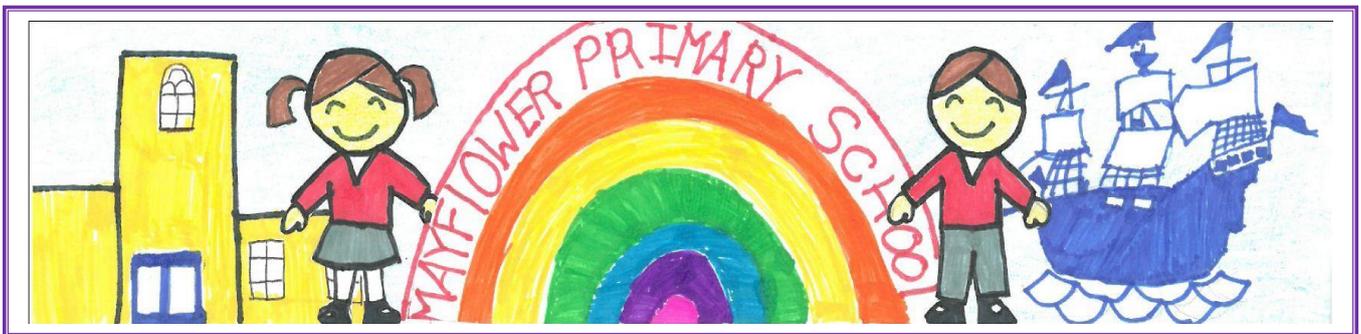
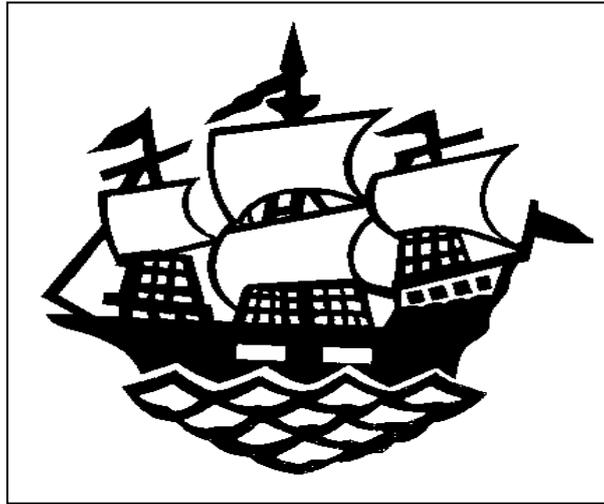


# MAYFLOWER PRIMARY SCHOOL



## FACULTY: HUMANITIES

### ANCIENT AND MFL, GEOGRAPHY, HISTORY, AND RELIGIOUS EDUCATION

Members of the Humanities Faculty will keep under review this policy on an annual basis, and ensure that key policy statements are maintained throughout the current academic year. They will seek to engage with a range of external agencies to ensure that the children at Mayflower Primary School receive the best education possible, in support of our Curriculum Intent Statement from November 2020.

|                                    |                      |                            |  |                  |
|------------------------------------|----------------------|----------------------------|--|------------------|
| <b>Policy Date:</b>                | December 2020        | <b>Version: 1</b>          |  |                  |
| <b>Policy Review Date:</b>         | December 2021        | Head Teacher: Luke Whitney |  | Insert Date      |
| <b>Ratified by Governing Body:</b> |                      |                            |  |                  |
| Mrs. Y. Nana                       | (Chair of Governors) | Insert Signature           |  | Insert: 02.12.20 |

# ***Mayflower Primary School***

## ***Ancient and Modern Foreign Languages Policy***

*In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.*

*In this respect, the key areas are:*

- *Democracy*
- *Rule of Law*
- *Individual Liberty*
- *Mutual respect*
- *Tolerance of those of different faiths and beliefs*

### **1 Aims and objectives**

1.1 In our school, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it. We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

1.2 Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- develop particular language-learning skills;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

## 2 Teaching and learning style

2.1 We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

2.2 We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and the Catherine Cheeter Scheme of Work for MFL at Key Stage 2. We have adapted this to the context of our school and the abilities of our children. Where possible, we use opportunities to make language learning cross-curricular, linking to the Creative Learning Journey.

2.3 We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

2.4 We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

2.5 We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.

2.6 We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

2.7 We assess the children's progress informally during the lessons, evaluating progress against the four National Curriculum Attainment Targets of:

- AT1: Listening and responding;
- AT2: Speaking;
- AT3: Reading and responding;
- AT4: Writing.

## 3 Organisation

3.1 We teach a foreign language to children throughout Key Stage 2. The way in which this is organised varies, depending on our staffing situation each year. We introduce the subject in Year 3 with taster classes, which are normally taught by a specialist language teacher. In Years 4, 5 and 6, we try to build some specialist language teaching into the normal school curriculum. This is sometimes done by timetabling language lessons each week, or it may be done by planning for 'block' weeks of intensive instruction. We also plan opportunities for language learning in the teaching of other subjects (see Section 5 below). 3.2 We also strive to ensure that our children's transition to secondary school is as smooth as possible.

We use the QCA Bridging Topic in Year 6, and we pass on clear and accurate records to the secondary school about each child's achievements in language learning.

## **4 The curriculum**

### **Creative Curriculum Statement**

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. At the same time to build in a progression of skills.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.

Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum. All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy

4.1 French is the modern foreign language that we teach in our school. The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL and the Catherine Cheeter Schemes of Work for MFL at Key Stage 2.

4.2 We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups to communicate in the other language;
- look at life in another culture.

## **5 The contribution of MFL to teaching in other curriculum areas**

5.1 English: The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure.

5.2 Mathematics: Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

5.3 Personal, social and health education and citizenship: One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

5.4 Spiritual, moral, social and cultural education: By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

5.5 Geography: We ask the children to do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). MFL pupils likewise learn about the climate of the countries in which the language is spoken.

5.6 Music: We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question (e.g. Saint-Saëns's 'Carnival of the Animals' in the case of France).

5.7 History: We teach children about significant historical figures and events in the history of the countries whose language we are studying (e.g. about William the Conqueror in the case of France).

5.8 Science: Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian 'Alouette'.

5.9 PE: We teach children dances from the countries in which the foreign language is spoken, e.g. 'Sur le Pont d'Avignon' in the case of France. Many of the games we use to teach children modern foreign languages are very active games that require fast reactions, e.g. French versions of 'Simon Says' and 'Grandmother's Footsteps'.

## **6 Modern foreign languages and ICT**

6.1 Our school has established a partnership with a school in France. We also enable the children to use digital and video cameras, in order to record performances of songs, role-plays or mini-dramas.

## **7 Modern foreign languages and inclusion**

7.1 At our school, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern foreign language.

7.4 We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (e.g. playing a playground game in a modern foreign language), we carry out a risk assessment (RA) prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8 Assessment for learning

8.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by regular testing to evaluate what the children have learned. There are no national key stage tests, but we do award the children a school certificate showing that they have reached a certain level of competence in French. We present this to the children at the end of the year. The school uses the four national attainment targets to evaluate the progress of each child, and to provide information to the secondary school when the children transfer.

8.2 To help cross-phase continuity, we include the school MFL certificate in each child's record of achievement.

8.3 Older children are encouraged to make judgements about how they can improve their own and each other's work.

## 9 Resources

9.1 We have built up strong links with the local specialist language college. This enables us to access specialist language teaching and additional resources (e.g. audio and interactive CDs; videos and DVDs; books, games and artefacts) which supplement our own more modest collection of resources. Interactive CD-ROMS are kept in the computer suite; other modern foreign language resources are kept in the resources room.

## 10 Monitoring and review

10.1 We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe MFL lessons across the school.

10.2 The quality of teaching and learning in modern foreign languages is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

10.3 The headteacher reports to the governing body on the progress of children in French, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our French teaching.

10.4 The headteacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

10.5 This policy will be reviewed every year.

# ***Mayflower Primary School***

## ***Geography Policy***

*In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.*

*In this respect, the key areas are:*

- *Democracy*
- *Rule of Law*
- *Individual Liberty*
- *Mutual respect*
- *Tolerance of those of different faiths and beliefs*

In geography we will focus mainly on delivering the enjoy and achieve strands

Keeping the outcomes in mind at all times helps us all to focus on what they mean in practice and how progress towards them will be measured. In geography we will focus mainly on delivering the Enjoy and Achieve strands through understanding the physical world they live in.

### **Inclusion Statement**

We at Mayflower provide all pupils with relevant and appropriately challenging work at each Key Stage as outlined in the National Curriculum.

The needs of all children including those with special educational needs, more able and gifted and those learners with English as an additional language are considered when planning and developing the provision of the Geography Policy.

We are committed to developing an inclusive curriculum that sets suitable learning challenges, responds to pupil's diverse learning needs and overcomes potential barriers to learning.

1.0 We at Mayflower provide all pupils with relevant and appropriately challenging work at each Key Stages as outlined in National Curriculum. Mayflower Primary School sets out three principles that are essential to develop inclusive curriculum: -

- A. Setting suitable learning challenges.
- B. Responding to pupil's diverse learning needs.
- C. Overcome potential barrier to learn and assessment for individual and group of pupils.

1.1 Geography is concerned with the study of places, the human and physical processes, which shape them and the people who live in them. It helps pupils make sense of their surroundings, by inspiring them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

1.2 It is part of a more inclusive curriculum, which provides effective learning opportunities for all pupils by –

- a) setting suitable learning challenges
- a) responding to pupils' diverse learning needs
- b) overcoming potential barriers to learning and assessment for individual and groups of pupils.

1.3 The study of Geography should:-

- help pupils develop geographical knowledge and understanding,
- help pupils develop the technical and specialist vocabulary needed and how to use and spell these words,
- give pupils opportunities to use and develop their ICT capability,
- introduce pupils to geographical enquiry.

1.4 Time allocation

Approximately 36 hours a year should be spent teaching geography.

## **Curriculum Organisation**

### **Creative Curriculum Statement**

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. At the same time to build in a progression of skills.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.

Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum. All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy.

2.0 The Geography curriculum has been organised so that cross-curricular links may be made. Within this framework it is possible for geography to be planned as appropriate to the situation:

- topic based work that has a geographical focus.
- topic based work to which geography makes a contribution.
- discrete geography.

2.1 Within the N.C. Geography Programme of Study teaching should ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

2.2 The Programmes of Study have been organised so that either two or three geographical units of work are studied each year. Over six years the pupils will have the opportunity to:

- a) investigate places both local and outside the U.K. and at Key Stage 2 themes.
- b) develop the ability to recognise physical and human patterns and processes.
- c) become aware of the effect of people on the environment and its sustainability.
- d) develop geographical skills and learn to undertake geographical enquiry.

2.3 Enquiry should form an important part of pupils' work. It should take account of pupils' interests, experiences and capabilities and lead to investigations based on fieldwork and classroom activities.

2.4 Key questions should be formulated by children in order to:

- develop skills
- help provide a focus to develop skills
- engage children in enquiry-based learning
- focus the teacher's mind on the learning experiences of the children.

### **Records and Assessment**

3.0 Use of the CLJ skills will provide for teacher assessment, as each unit incorporates learning outcomes and identifies the expectations for children linked to level descriptions.

3.1 Photographs of children engaged in fieldwork should also be kept as evidence of practical enquiry.

3.2 At the end of each year pupils should be assessed against the level descriptors to find the best fit for that pupil and this should be recorded in the blue record files according to the school's agreed policy.

### **Use of information and communication technology**

3.0 Through ICT the pupils will have the opportunity to

- use multimedia sources to make comparisons

- use and make databases
- use sensors
- combine words and pictures
- use CD ROMS to see things that they cannot directly observe

### **Use of language**

4.0 It can be difficult for children to articulate developing ideas, especially if the language of school is not the one they use at home. Pupils need to be actively engaged in discussions about geography in order to:

- increase their fluency in the spoken word
- clarify their ideas and deepen their understanding. EMAS staff, working in partnership with the class teacher, bring their expertise to the task of structuring and extending those discussions
- be able to use and spell technical vocabulary
- organise their writing and drawings in appropriate ways according to the task

We hope to involve parents in supporting their children's learning of geography through occasional shared activities.

### **Staff Development**

6.0 Staff development is an ongoing process as teachers develop their schemes of work in line with the National Curriculum 2014 and make use of a range of resources, including ICT.

### **7.0 Geography in the Foundation Stage**

History is taught as part of the Knowledge and Understanding aspect of the Foundation Curriculum. The children develop the crucial knowledge, skills and understanding that help them to make sense of the world. It provides the best opportunities for children to develop their knowledge and understanding through:

- Activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion
- A stimulating environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity
- Adult support in helping children to communicate and record orally and in other ways
- Additional experience and information for children with disabilities
- Observing, finding out about and identifying features in the place they live and the natural world
- Using their observations to identify the differences between features of the local environment
- Being encouraged to show an interest in the world they live in
- Talking about where they live
- Asking questions about where they live
- Investigations about their environment and talking about the features they like and dislike and giving reasons for their answers

## ***Resources***

7.0 Resources are kept either centrally or in the reference library.

# ***Mayflower Primary School***

## ***History Policy***

*In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.*

*In this respect, the key areas are:*

- *Democracy*
- *Rule of Law*
- *Individual Liberty*
- *Mutual respect*
- *Tolerance of those of different faiths and beliefs*

### **2. Inclusion Statement**

We at Mayflower provide all pupils with relevant and appropriately challenging work at each Key Stage as outlined in the National Curriculum.

The needs of all children including those with special educational needs, more able and gifted and those learners with English as an additional language are considered when planning and developing the provision of the History Policy.

We are committed to developing an inclusive curriculum that sets suitable learning challenges, responds to pupil's diverse learning needs and overcomes potential barriers to learning.

### **3. Aims and objectives**

**3.1** The past shapes the customs and beliefs of the communities to which pupils belong. Learning about the past helps pupils make sense of the world in which they live. It is part of a more inclusive curriculum, which provides effective learning opportunities for all pupils by:

- a) Setting suitable learning challenges.
- b) Responding to pupils' diverse needs.
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**3.2** History should help pupils develop a sense of their own identity and help them to understand and interpret the past. Through the attainment targets it facilitates the development of skills in order to:

- arouse interest in the past
- contribute to pupils' knowledge and understanding of other countries and cultures
- understand the present in the light of the past
- enrich other areas of the curriculum
- train the mind by disciplined study
- prepare pupil for adult life

#### **4. Curriculum Organisation**

##### **Creative Curriculum Statement**

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. At the same time to build in a progression of skills.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts. Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum. All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy.

**4.1** The history curriculum has been organised so that cross curricular links may be made. Learning activities within history provide opportunities for writing, reading, talking, direct experience, listening, numeracy, Art and Craft, technology, individual and group work, asking questions, research and I.C.T. Pupils should always be aware, however, that the focus of their work is historical.

#### **5. Historical enquiry and communication process**

Pupils should be helped to investigate historical topics on their own. They should have opportunities to:

- ask questions.
- choose sources for an investigation, especially using CD-ROMs and the Internet to develop their ICT capability.
- collect and record information.
- select and organise historical information.
- present results orally, visually and in writing using a range of techniques.
- realise that different sources may conflict.

The study of local history should enable children to make use of primary sources.

Children should be encouraged to develop skills based on a cross curricular approach. History should be related to the children's own experiences and real life situations. They should be encouraged to make the links between history and other subjects and to see that history is part of everyday life.

Children should be encouraged to become historians rather than history students. They should be taught to develop investigative skills and to become independent learners answering questions such as, 'How would I find the answer...?' and 'Which sources could I use?' Children should have access to a range of historical artefacts in order to develop their enquiry skills.

Children should develop and actively use the acquired historical skills based on the creative curriculum. (see appendix).

## **6. Teaching and learning style**

**6.1** History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

**6.2** We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

## **7. The contribution of history to other subjects**

### **7.1 English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

### **7.2 Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing

activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

### **7.3 Information and communication technology (ICT)**

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Through ICT the pupils will have the opportunity to

- use multimedia sources to make comparisons
- enhance their skills in data handling
- use sensors
- combine words and pictures
- research information using the Internet
- use CD ROMS to see things that they cannot directly observe
- use digital cameras to record find (particularly when carrying out mock archaeological digs)

### **7.4 Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **7.5 Spiritual, moral, social and cultural development**

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **8. Records and Assessment**

**8.1** Use of the CLJ skills will provide for teacher assessment.

**8.2** One piece of work from each study unit should be selected for the pupil's R.O.A. Each piece of work should illustrate the pupil's response in different study units, whilst maintaining a degree of choice for pupils in their selection.

**8.3** At the end of each year pupils should be assessed against the level descriptors to find the best fit for that pupil and this should be recorded in the blue record files according to the school's agreed policy.

## **9. Use of language**

It can be difficult for children to articulate developing ideas, especially if the language of school is not the one they use at home. Pupils need to be actively engaged in discussions about history in order to:

- increase their fluency in the spoken word
- clarify their ideas and deepen their understanding. EMTAG staff, working in partnership with the class teacher, bring their expertise to the task of structuring and extending those discussions
- be able to use and spell technical vocabulary
- organise their writing and drawings in appropriate ways according to the task

We hope to involve parents in supporting their children's learning of history through occasional shared activities.

## 10. **Staff Development**

Staff development is now an ongoing process as teachers become familiar with the document QCA Scheme and make use of resources, including ICT, and the use of drama within the teaching of history

## 11. **History in the Foundation Stage**

History is taught as part of the Knowledge and Understanding aspect of the Foundation Curriculum. The children develop the crucial knowledge, skills and understanding that help them to make sense of the world. It provides the best opportunities for children to develop their knowledge and understanding through:

- Activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion
- A stimulating environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity
- Adult support in helping children to communicate and record orally and in other ways
- Additional experience and information for children with disabilities
- Exploration about the past and present events in their own lives and in those of their families and other people they know
- Retaining information and talking about significant things that have happened to them
- Showing an interest in the lives of familiar people
- Beginning to differentiate between the past and the present

## 12. **Resources**

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software is loaded onto the appropriate computers to support children's individual research.

## 13. **Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader also provides a termly report on developments in the teaching of history in school that term, as well as having specially-allocated time in which to fulfil this role by reviewing samples of children's work, updating policies, auditing resources, monitoring displays and visiting classes to observe teaching in the subject.

# ***Mayflower Primary School***

## ***Religious Education Policy***

*In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.*

*In this respect, the key areas are:*

- *Democracy*
- *Rule of Law*
- *Individual Liberty*
- *Mutual respect*
- *Tolerance of those of different faiths and beliefs*

### **Inclusion Statement**

The needs of all children including those with special educational needs, more able and gifted and those learners with English as an additional language are considered when planning and developing the provision of Religious Education Policy.

We are committed to developing an inclusive curriculum that sets suitable learning challenges, responds to pupil's diverse learning needs and overcomes potential barriers to learning.

The Leicester City L.E.A. and Leicester SACRE Agreed Syllabus for RE 2009 in Leicester schools aims to support children to learn about and from the religions and beliefs represented in the city. This syllabus makes space for all pupils to explore their own beliefs, values and traditions, and those of others in engaged and engaging ways. RE taught using the new agreed syllabus aims to support children to develop positive attitudes of respect towards people of all faiths and none.

RE is a core subject of the curriculum for all pupils.

The time allocation for RE is separate from time allocation for Collective Worship or school assembly.

### ***Overall aims of Religious Education***

Religious Education seeks to make a major contribution to the Spiritual, Intellectual, Moral, Social and Cultural development of pupils by helping them to:

- Acquire knowledge and understanding of Christianity and other principle religions represented in Great Britain
- Become aware of the diversity of belief and practice within and between faiths.

- Understand the continuing influence and impact of religious beliefs, values and traditions on individuals, communities and cultures.
- Develop an understanding of approaches to ultimate questions and religious and non-religious responses to them.
- Consider difficult approaches and responses to religious and moral issues and develop their own reasoned and informed views about these.
- Respond to and reflect upon what they learn so as to inform, clarify and develop their own beliefs and values.
- Self-awareness by becoming increasingly clear about the values by which they live; respect for all by developing a willingness to learn from those who see things differently;
- Open mindedness by engaging in positive discussion and debate about values, including the views they disagree with.
- To provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines.
- All children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- Children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- Children develop a sense of awe and wonder about the world around them.

### **RE and assemblies in school**

Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognize the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and they develop their knowledge and understanding of the cultural context of their own lives.

### **Religious Education does NOT seek to:**

- Convert pupils to a particular religious viewpoint or tradition.
- Compromise pupils' integrity by promoting the view of any one religion as superior to others
- Simply convey information about religions

### **Skills and Attitude**

#### **Skills**

The skills indicated below are central to Religious Education and will be taken into account when planning as building these skills into planning is key to the opportunities pupils will have to make progress.

Investigating                  Empathising

|              |              |
|--------------|--------------|
| Reflecting   | Analysing    |
| Responding   | Synthesising |
| Evaluating   | Applying     |
| Interpreting |              |

## **Attitudes**

The attitudes indicated are central to Religious Education. Opportunities to develop these attitudes will be taken into account when planning.

|                         |                                     |
|-------------------------|-------------------------------------|
| Self-worth              | Discernment, commitment and respect |
| Justice                 | Active engagement                   |
| Self-awareness          | Open mindedness                     |
| Appreciation and wonder |                                     |

## ***Withdrawal from Religious Education***

### **A parent of a pupil may request in writing to the Governing Body;**

- That the pupil be wholly or partly excused from receiving religious education given in accordance with the school's basic curriculum.
- That a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- That a pupil who is wholly or partly excused from receiving religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

## **Guidance on the religions to be studied**

### **Creative Curriculum Statement**

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. At the same time to build in a progression of skills.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.

Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts. Cross curricular links are made with other subjects within the creative curriculum to broaden children's knowledge and for them to independently make links.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting

curriculum All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy.

Christianity to be studied at each key stage.

At each Key Stage children will learn about some of the major faiths represented in the communities of Leicester. Non religious life stances to be taught where appropriate at each Key Stage.

In Key Stage 1, pupils will study Christianity and at least one other religion.  
At Key Stage 2 Christianity and at least two other religions should be studied in depth.

In both Key Stages 1 and 2 the choice of religions, other than Christianity, are varied to give breadth of experience.

### **Religious Education in the Foundation Stage**

In the Foundation Stage, Religious Education can be promoted by:

- Giving each child the opportunity to develop their sense of worth and an understanding of their place in the scheme of things
- Developing each child's understanding and respect of others.
- Encouraging each child's natural curiosity and interest.
- Fostering each child's feelings of joy, wonder and mystery.
- Looking at the order and pattern in daily life at home and in school and the seasons.
- Looking at things which are special: e.g. People, places, books and objects.
- Helping pupils to begin to recognise the cultural patterns of life.
- Affirming the religious and/or cultural background of each child.

The Foundation Stage curriculum gives many opportunities to explore these issues as well as special times set aside for a particular RE focus.