



# Shawlands Primary School

## Policy

Humanities Policy  
REVIEWED EVERY THREE YEARS  
(AUTUMN 2021)

**Introduced: Autumn 2018**

Written by S.Parker on: 10.12.18

Signed.....

Approved by the Governing Body on:

Signed.....



# HUMANITIES POLICY



Through the study of Humanities, children make sense of their world and enrich their understanding of it. At Shawlands we believe it is a tool of learning and communication and that skills developed through the study of Humanities are applicable in everyday life. It fires curiosity and sparks a sense of belonging to the bigger picture through time and space.








This policy outlines how History, Geography and RE are currently taught in our school. Through the cross curricular teaching of Humanities we also aim to improve pupils' skills in Literacy, Numeracy and ICT as well as developing their thinking skills.

## Aims & Objectives

- To develop a strong interest in the study of time and place.
- To learn about other lifestyles and cultures both presently and historically and make comparisons between them.
- To appreciate the variety of physical and human conditions presently and historically through different media including their own background and experience.
- To understand some of the relationships between people and environments, making their own judgements and observations.
- To understand cause and effect both presently and historically.
- To use an enquiring approach to work, developing the skills to carry out enquiry and interpret primary and secondary information and evidence.
- To develop appropriate vocabulary.
- To communicate their views and knowledge clearly, orally, written and electronically.
- To make valid judgements about actions, events and phenomena from the viewpoint of other people.
- To use modern technology tools to find out about different cultures, times and places.
- To develop pupils curiosity about the past in Britain and the wider world.
- To encourage thinking about how the past influences the present
- To develop children's chronological awareness of significant events
- To create a sense of identity and an increased understanding of pupils position in their own community and the wider world.
- To increase pupils knowledge and understanding of the changing world
- To develop pupils competence in specific geographical skills
- To give children a sense of responsibility for the world we live in

## Curriculum Content

The Humanities will rarely be taught in isolated sessions and will, instead, be taught within a cross-curricular approach, reflecting the latest Educational philosophies and guidance including the National Curriculum and the school's ethos. Specific opportunities for the following to be studied will be included at different times in the child's learning journey through school:

-  Weather conditions and climate and their effect on the environment and lifestyle of people
-  Map skills (including a range of scales)
-  Local and global environmental studies (including comparisons between the two)
-  Field-work
-  Different characteristics of time and place (sometimes using the children's own experiences)
-  Time-lines and the understanding of chronology
-  Links to other cultures, time and people

## Resources

- The immediate environment
- Visitors and guest speakers
- Maps of the locality & copies of aerial photographs

- ICT resources e.g. Google Earth and iPad APPS
- Atlases, globes and world maps
- Artefacts relevant to topics taught built up by class teachers
- Resource banks of photographs, books, posters, poster-packs, videos and interactive resources

### **Inclusion and Equal Opportunities**

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, class, culture, ability or any other potentially discriminating factor. Additional support is given as appropriate and following our Special Needs Policy. This is reflected fundamentally in all teachers' planning. Our Equal Opportunities policy is adhered to across the Humanities curriculum and with extra-curricular activities.

Activities will be created within topics, which will encourage children to reflect on their own attitudes and values in relation to a wider world, e.g. tolerance and understanding. Every effort is made to provide materials, which accurately represent genders, cultural, and minority groups in modern and past societies.

When possible I.C.T. equipment, computer software, videos, pictures and artefacts are used to enable children to access information.

### **Recording**

Pupils will record their work in literacy, mathematics and topic books. The main class topics will be displayed for pupils, parents and visitors.

### **Assessment and Reporting**

Children's work in Humanities is assessed by making informal judgements as they are observed during each Humanities lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. This is used as a basis for assessing the progress of the child at the end of the year. Teachers provide continuous formative feedback during lessons in line with our Teaching and Learning Policy.

We will report annually on a child's achievement in these subject areas and comment on annual reports to parents about the curriculum coverage and the pupils' development of skills and knowledge across the school year.

### **Monitoring Humanities**

Humanities is monitored by the Humanities curriculum team and is carried out regularly through:

- Scrutiny of plans
- Monitoring of pupil's books
- Informal discussions with staff
- Learning walks
- Lesson observations

This information is shared with Governors through an end of year Humanities subject review report.

# **Shawlands Primary School**

## **Religious Education Policy**

Religious Education forms part of the basic curriculum and makes a distinctive contribution to the whole curriculum. It makes a positive contribution to the spiritual, moral, social and cultural development of children. It helps children to develop their knowledge of different religions and to understand about other faiths and traditions, and at the same time develop a clearer understanding of themselves as individuals. At Shawlands School we strive to achieve a positive, caring ethos throughout that is based on respect for all. Our teaching and learning is structured to accommodate differences in ability, performance and maturity regardless of gender or of ethnic or cultural origins. The content of our religious education shows breadth and balance across and throughout the Foundation Stage and Key Stages 1 and 2.

### **Aims:**

Religious education should help pupils to:

- Acquire and develop understanding of some of the principal religions represented in Great Britain and the wider world
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- Develop the ability to make reasoned and informed judgements about religions and moral issues
- Enhance their spiritual, moral, cultural and social development
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions

### **Religious Education in the Early Years**

A range of opportunities can contribute to the emotional and spiritual development of young children. These opportunities provide foundation experiences for the development of religious education at the primary and secondary stages and may include:

- Expressing feelings of joy, sadness, wonder, awe, beauty, mystery
- Beginning to understand what it means to feel secure
- Exploring and caring for the natural world and their environment
- Developing a positive self-image, showing they are comfortable with themselves
- Beginning to understand of relationships with others
- Showing interest and enjoyment in cultural and religious differences
- Experiencing the excitement of discovery
- Experiencing and appreciating special events in their lives and the lives of their friends
- Listening and responding to stories

### **Objectives at Key Stage 1**

By the end of KS1 children will have had the opportunity to: Begin to develop an awareness of self and others

- To begin to explore Christianity and other faiths of Great Britain, mainly Islam, by looking at;
  1. Special times
  2. Special people
  3. Special places
  4. Special books
  5. Special ways of living
- To be given opportunities to learn from religion, i.e.
  1. To have opportunities to experience stillness
  2. To begin to realise that religious ceremonies have a special importance
  3. To begin to question
  4. To look at religions' artefacts and know they have a special significance.

## **Objectives at Key Stage 2**

By the end of KS2 children will have had the opportunity to:

- Further develop and extend awareness of self and others
- To have an understanding and knowledge of Christianity, Islam, Judaism and other possible major religions of Great Britain by studying:
  1. Festivals
  2. Key figures
  3. Places of worship
  4. Sacred writings
  5. Religious lifestyles
- To be given opportunities to learn from religion, i.e.
  1. Use stillness and silence for reflection
  2. Be able to observe and experience religious activities
  3. Be able to interpret and build upon what they learn
  4. Be able to investigate and ask questions
  5. To draw meaning from artefacts and symbols

## **Organisation of the Curriculum**

The school's framework for teaching religious education is based on the Barnsley Local Agreed Syllabus and the Early Years Foundation Stage Document. It aims to show a clear progression through and across the Foundation Stage and Key Stages 1 and 2. The syllabus works with 6 key questions around: special words, places and times, community cohesion, significant people of faith and our own feelings about life and the universe.

The RE curriculum links closely with the PSHE curriculum.

Planning is detailed on medium term planning sheets and enhanced for daily/weekly learning experiences.

## **Collective Worship**

School is supported by personnel from St Edward's Church who lead some assemblies. Other opportunities for collective worship take place each day, led by the Headteacher and members of SLT. SEAL themes are followed as detailed on the assembly tracking plans.

## **Resources**

There is a central storage point for resources, which is easily accessible to each class teacher.

Children visit St Edwards Church to celebrate Christian festivals such as Christmas and Easter.

## **General Notes**

Our school does not have a religious stance but we do aim to uphold traditional British Values through our school rules, our school ethos and our curriculum content. The vast majority of our RE work is carried out through daily discussion and assembly messages.

## **AUTUMN 2018**