



RELIGIOUS EDUCATION POLICY

June 2016

Philosophy

At Cherry Tree School we strive to enable children to develop an awareness and understanding of their own religious beliefs and those of others.

KEY AIMS

To enable children within our school community to:-

1. acquire and develop knowledge and understanding of principal religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire;
2. develop an understanding of the influences of beliefs, values and traditions on individuals, communities, societies and culture;
3. develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
4. enhance their own spiritual, moral, cultural and social development by
 - a) developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
 - b) responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
 - c) reflecting on their own beliefs, values and experiences in the light of their study;
 - d) expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
5. recognise the right of people to hold different beliefs within a religiously diverse society;
6. to enable all pupils to have full access to the curriculum;
7. to use computing technology and other exciting resources to enhance learning.

All children's learning will be underpinned by N.C. requirements, Early Years Foundation Stage and Statutory requirements.

TEACHING AND LEARNING

Please refer to the relevant section of the Teaching and Learning Policy.

PLANNING AND ASSESSMENT

Our Medium and Long term plans are based on the Hertfordshire Agreed Syllabus scheme of work.

1. Children will engage in work, linked if possible to their curriculum theme, which will enable them to identify major religious and cultural traditions.
2. Children will engage in discussions and activities to raise an awareness of differing values, beliefs and traditions.
3. Opportunities will be provided to reflect and share confidently in a secure environment.
4. Through relevant discussions, collective worship and class topics, a respectful awareness will be raised.

The Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the level descriptors as outlined. Assessment in R.E. is seen in the broadest sense and is not limited to measurement and testing.

Through activities such as discussion, group activities, marking and guiding their work, displaying work, asking and answering questions, observing, etc. teachers are constantly finding out about their pupils achievements. This information can then be recorded against the statements of attainment in line with other areas of the curriculum. Whenever possible, pupils will be actively involved in their own assessment. Planning will be regularly reviewed in the light of achievement.

RESOURCES

Resources are located in the labelled cupboard in the Staffroom and in the School Library. Members of the school community and beyond are also often invaluable sources of knowledge and artefacts if approached sensitively. Our resources are extended by information found on the Internet.

EQUALITY & DIVERSITY

All children will be offered equal roles in activities regardless of ability, ethnicity or gender. Everyone in the whole school community will give respect for others beliefs and expect and receive respect for their own. Teachers will plan according to the child's age, ability, experiences and understanding. Differentiation may be in the knowledge presented, the method of delivery or in the way understanding is recorded.

ASSESSMENT

As well as informal observational assessment, pupils in Year 1 through to Year 6 will be assessed according to age related expectations.

Next Review Date: June 2017.