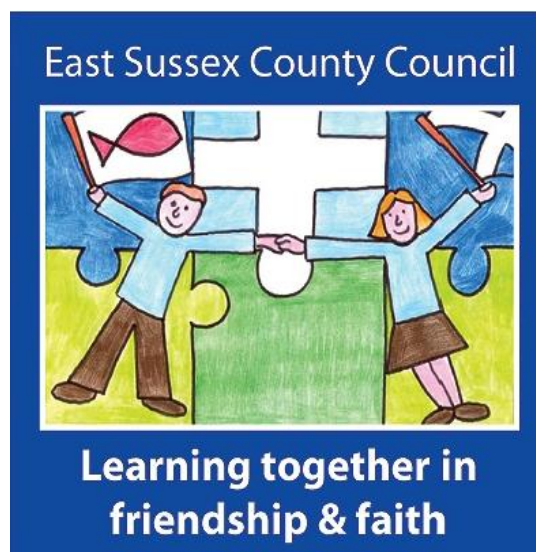
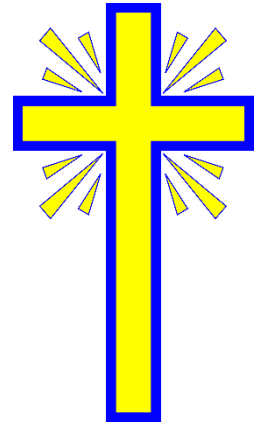
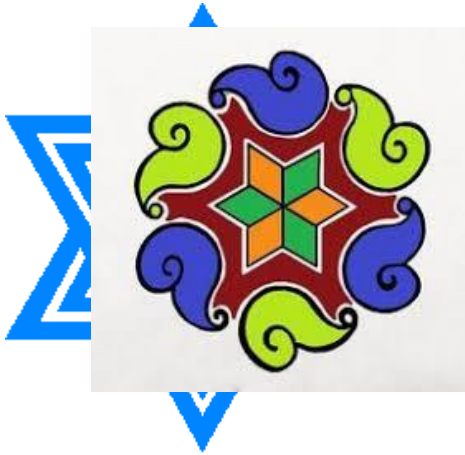


ST. ANDREW'S C.E. INFANTS' SCHOOL

R.E. POLICY



R.E. Policy.



Revised and updated
January 2026

ST ANDREW'S C.E. INFANTS SCHOOL

RELIGIOUS EDUCATION POLICY

At St. Andrew's we believe that R.E. has a vital role to play, not only in contributing to children's knowledge and understanding of the key teachings of religious beliefs and practices, but also in their moral and spiritual development. It contributes to the development of the whole person by helping children to begin to consider a range of human experiences and what is worthwhile and valuable in life. It is also responsible for helping to create an awareness of social and cultural aspects of life.

We feel that in promoting skills of reasoning, fair-minded enquiry and curiosity about life, we are giving our children useful tools to apply to all areas of the curriculum, for use throughout their school life and beyond.

Our Religious Education Policy is in line with the "East Sussex Agreed Syllabus Faith and Belief in the 21st Century 2022-2027"

LEGAL REQUIREMENTS

The Education Act (1996) requires that:

- Religious Education in community and voluntary controlled schools must be provided for all registered pupils in accordance with the local Agreed Syllabus;
- every Agreed Syllabus shall reflect the fact that the religious traditions in Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Britain;

Right of withdrawal

Legislation allows parents a right of withdrawal from all or part of Religious Education.

For further information refer to the non-statutory guidance for RE published January 2010

The parent/carer should write to the headteacher regarding this matter.

Parents should be aware that they are required to provide work of a religious/faith/belief-based nature as a substitute for the RE work. If RE is taught within another discipline, eg during a history unit or cross-curricular unit, the parents legally cannot ask for withdrawal.

AIMS

We aim to:

1. Enable pupils to know about and understand a range of religions and worldviews.
2. Develop an open, positive and questioning attitude in learning about beliefs.
3. Develop the ability to explore spiritual questions and make informed judgements on religious and moral issues.
4. Foster feelings of tolerance, empathy and respect for other people, their beliefs and cultural traditions.
5. Recognise that for some a belief is not only acceptable but important and meaningful.
6. To discover the significance of commitment to personal faith, as witnessed in the lives of believers.
7. Encourage feelings of self-confidence and self-worth, a positive attitude to one's own emotions, linked to an ability to explore the spiritual dimension of life.
8. Promote attitudes of awe, wonder and joy at the diversity of human life and the natural world.

OBJECTIVES

1. To encourage exploration and discussion of fundamental questions of human existence, such as "Where do I come from?" and "Why am I here?", and in this way to understand the source and nature of religion.
2. To develop, through shared experiences, caring relationships for other people, learning to see themselves as equal and valued in our multi-faith community.
3. To develop an understanding and appreciation of their own and other people's religious customs and celebrations.

METHOD

RE is planned around an enquiry-based scheme enabling children to explore a variety of questions to find out more as laid out in the The East Sussex Agreed Syllabus for RE. The agreed syllabus is designed to deepen pupil's knowledge about religions and develop their religious literacy. It does this by studying one religion at a time (systematic units) and then including thematic units to compare religions, beliefs and practises.

The teaching and learning approach has three elements

- Making sense of belief
- Making connections
- Understanding the impact

CONTENT

In order to provide a thorough and well balanced R.E. Curriculum, St. Andrew's will focus on Christianity, Judaism and Islam. Hinduism is looked at in Foundation Stage as part of the 'Celebrations' topic of learning.

Children will be taught some key teachings of Christianity, Judaism and Islam.

As detailed in the East Sussex Agreed Syllabus and as a Church school we use the 'Understanding Christianity' project for the teaching of Christianity linked to the new agreed syllabus. These topics will be introduced in an enquiry style with a question being posed at the beginning of the topic, which can then be investigated throughout the term. At the end assessment can be based on whether the question has been answered and on what the children have found out throughout the enquiry.

ASSESSMENT AND RECORD-KEEPING

Successful delivery of a broad and balanced R.E. Syllabus is assured through being incorporated into the Progression Map. The R.E. Co-ordinator takes responsibility for assisting and advising in the planning process to ensure all end of Key Stage statements of attainment are achieved.

Assessment in KS1 RE includes:

- Teacher observation during discussions, role-play, storytelling, and practical activities
- Questioning to assess understanding of religious concepts and vocabulary
- Work samples, including drawings, captions, simple written responses, and creative outcomes
- Floor books, learning journeys, or class working walls to collective learning
- End-of-unit assessments, appropriate to the age and ability

Assessment focuses on pupils' ability to:

- Recall and talk about religious stories, symbols and practices

- Recognise similarities and differences between religions
- Express ideas and feelings about beliefs and values

Due to the difficult nature of assessing spiritual development, observation and discussion with children by all members of staff play an important part in monitoring children's progress. Class big books are used through all year groups to record pupil's voice comments and to allow for more creative ways of recording.

PROGRESSION

Progression in R.E. is seen as a long term development of extending children's knowledge and deepening their understanding of the key underlying concepts. This does not mean that spiritual awareness in young children is to be underestimated but that R.E. should be a way of introducing children to it in a sensitive manner where growing personal maturity and broadening experience will lead to greater sophistication of reasoning and understanding.

EVALUATION

Staff are requested to review their termly Year Group plans to help in the evaluation process to allow for change and improvement where appropriate.

THE WAY FORWARD

- Staff to be kept informed of all amendments to R.E. Curriculum requirements and suggested approaches.
- The progression map has been updated to ensure a clear focus on the development of subject knowledge across the year groups. This will continue to be monitored.
- Continuing development of an up-to-date selection of resources to enable a rich and stimulating delivery of the syllabus, including visits and visitors, artefacts, pictures, books and DVD's.
- Opportunities given to share good practice through 'book looks' at floor books and classroom working walls.
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Updated January 2026
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