



Religious Education Policy

To be reviewed every 3 years

Chair of Governors

Signed

January 2026

East Preston Infant School

Religious Education Policy

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East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Article 14 – Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.

Religious Education actively promotes the values of truth, justice, respect for all and care of the environment. We want the children to:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage purposefully with religions and worldviews

1. The Legal Position

The legal requirements state that:

- religious education shall be provided for all registered pupils
- parents have the right to withdraw their child from religious education lessons
- the subject should be taught according to an agreed syllabus in all Local Authority community maintained and voluntary controlled schools
- religious education must be non-denominational
- the agreed syllabus must “reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practice of other principle religions represented in Great Britain”
- the religious education syllabus is distinct from collective worship

2. Intent

At East Preston Infant School, we aim for the children to become knowledgeable, thoughtful and curious about Christianity and other faiths.

3. The Curriculum



We follow the West Sussex agreed syllabus for Religious Education. Within this it states that;

- Christianity should be studied throughout each key stage
- The other principal religions represented in Great Britain (here regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism) should be studied across the key stages;
- Other religions and worldviews and traditions represented in Great Britain

Our RE lessons are a safe place for pupils to learn, safely express ideas, opinions and encourage debate and discussion. We provide opportunities throughout our RE curriculum to promote;

- Spiritual development
- Moral development
- Social development
- Cultural development

4. Implementation

Regular lessons with the class teacher, each one led by the half-termly focus 'big question' (these are identified on our school's progression grids).

First hand experiences of local faiths are built into the curriculum via enrichment opportunities such as church visits and virtual visits to the synagogue.

Year Group	Core Beliefs, Ideas and Symbols	Experiences of Faith	Identity, daily life, beliefs and traditions
Reception	Big Question: What makes me special? Christian story of Creation Big Question: How was the World created? Stories Jesus told (New Testament) Big Question: What do these stories teach us?	Celebrations, Christ: include worship at home, the Christmas Story Big Question: How do different people celebrate? Lent and Ramadan (include worship at home) Big Question: Why do people fast or give something up? Understand that some places are special to members of their community.	Christmas: Nativity Big Question: How do Christians welcome people into their religion? Understand how Christians welcome people into their religion.
Knowing	- Recognise that people have different beliefs and celebrate special times in different ways. - That about characters there is a range of values. - Know that stories can teach people things. - Know that the Bible contains parables that Jesus told. - Know that Christians believe that there is one God who created the world and cares for all people. - Consider why the world is a place of wonder.		

The Early Years Foundation Stage (ages 0-5)

The West Sussex Syllabus describes how religious education can contribute to the early learning goals through the seven areas of learning. It says that pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. (See appendix for Syllabus).

Children in Reception are assessed using the 7 areas of learning and aspects from each of these areas apply to religious education.

Key Stage 1

In the The West Sussex Syllabus it states that pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

The Religious Education curriculum will be delivered in a variety of ways including visiting places of worship, listening and responding to visitors from local faith communities, using their senses and having quiet times for reflection, using art, music and drama to develop their creative talents. They can share their own beliefs, ideas and values and talk about their feelings and experiences.

Children are assessed using the progression grid from the agreed syllabus.

Appendix:

- The Syllabus