



Religious Education Policy

Approved by Governing Body on:	19 th March 2026
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Review cycle	Annual
Policy owner:	Headteacher
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Policy control record updated by Clerk to Governors	Yes
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School Vision

Our school Christian vision **“learning with love and laughter”** is underpinned by the belief that every day is a gift from God to be lived in joy. **“This is the day the Lord has made; let us rejoice and be glad in it.”**

Psalm 118:24

Our biblical values of **love, respect** and **forgiveness** mirror our understanding of the relationship between God and people and are integral to everything we do, creating a learning environment where every person is loved and loving, respected and respectful and can give and receive forgiveness.

Introduction

At All Saints Infants School, Religious Education (RE) plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

We want our children to love learning and we want to instil in them a lifelong love of learning which will serve them well whichever path they choose to take through life. Our vision, 'Learning with love and laughter', linked with our Christian values of Love, Respect and Forgiveness, is central to everything we do.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school.

Following advice from the Oxford Diocesan Board of Education, the governing body agreed that religious education in our school should be based upon the Pan-Berkshire Agreed Syllabus for Religious Education, while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in January 2026.

The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious world views that they will encounter in modern Britain. We seek to do this by introducing children to the world of religion and spirituality with compassion and understanding, in ways which preserve the integrity of both the child and religion, whilst being mindful of the diverse ethnic and religious make-up of the school community. We aim to develop children's religious literacy so that they can engage in age appropriate conversations with those of all faiths and none. Therefore, the aims of RE in our school are to:

- know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.

- gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating diversity, continuity and change within the worldviews being studied.
- engage with challenging questions of meaning and purpose raised by human existence and experience.
- recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures, and places.
- explore their own religious, spiritual, and philosophical ways of living, believing, and thinking.

Curriculum and Time Allocation

The RE curriculum at All Saints Infants School, has been approved by the governing body. Christianity is taught in every year group and will take up at least fifty percent of the allotted curriculum time. As recommended in the National Statement of Entitlement, our curriculum has been developed to incorporate the three key disciplines of theology, philosophy and human and social sciences. The key concepts of belief in God, belonging, worship, celebration, creation, gospel, sacredness, incarnation and resurrection are revisited in our spiral curriculum to ensure that children learn the key concepts taught.

In the Foundation Stage, children will explore religious beliefs starting from their own experiences. New ideas will be introduced through adult-led activities and discussions. RE has many cross-curricular links within the EYFS curriculum, but it will be mainly explored through 'The World'. Children will learn about similarities and differences between themselves and others, and among families, communities and traditions as set out in the Early Learning Goals. Pupils will have the opportunity to develop and consolidate their learning through continuous provision, sharing personal experiences and group activities to explore festivals, celebrations, places and objects.

In Foundation, the children will engage in the following key questions:

- Who are Christians and what do they believe?
- Why do Christians go to church?
- What makes me special?
- Are all families the same?
- What might life be like in a Muslim family?
- What can Christians learn from the stories in the Bible?
- Does everyone believe in God?

In Key Stage One, the curriculum is on a two-year rolling programme which builds on the children's prior learning and allows them to deepen their knowledge. Children will be provided

with opportunities to develop their understanding of the worldviews, beliefs and 'lived experience' of Christian, Jewish, Hindu and non-religious people.

In Cycle A, the children will engage with the following key questions:

- How does remembering help the Jewish community to think about God?
- Why is Christmas important to Christians?
- How do belief and celebrations help believers feel part of the Hindu community?
- How did the universe come to be?
- How can food help people to remember important events?
- What did Jesus teach his followers and how did he teach them?

In Cycle B, the children will engage with the following key questions:

- How and where do some Christians worship in the local area?
- Why do many Jewish people go to the synagogue?
- Why is light an important part of Christmas celebrations?
- Why is celebrating the New Year important to most people?
- How do Christians celebrate Easter around the world and Why do Christians call Jesus Saviour?
- How and why is Shabbat an important time for Jewish People?
- Do you have to believe in God to be good?

By the time our children leave All Saints, we want them to be able to:

- Recognise and give simple accounts of the core beliefs taught
- Have a good understanding of how the beliefs, values, practices and ways of life within a religion can impact on how its followers live their lives
- Show respect, tolerance and understanding of the religious and non-religious beliefs that have been taught
- Have the ability to ask significant and reflective questions about life and religion
- Link the study of religion and belief to personal reflections on meaning and purpose
- Exemplify the School's Christian values in all aspects of life that are rooted in the teachings of the Bible.

The total time for RE is at least one hour KS1 and EYFS. It is taught in dedicated lessons, but it may be taught in blocks or cross curricular settings if appropriate. In KS1 this will amount to approximately 38 hours per year.

The time dedicated to RE is separate from the time given to Collective Worship.

Teaching, Learning and Assessment

RE is taught using an enquiry-based approach that is challenging and robust. An enquiry-based approach is focused around Big Questions and an investigative approach. Units of work and

individual lessons follow a set sequence of engage, enquire, explore, evaluate and express. We use resources from the Oxford Diocesan Scheme of Work and NATRE to help support our planning.

Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation, and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background.

We recognise the fact that all children in our school have widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks).
- Grouping the children by ability in the room and setting different tasks for each ability group providing scaffolding where necessary.
- Providing resources of different complexity, adapted to the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children and extend that of other pupils.

The spiritual and moral development of a child is difficult to assess but the substantive knowledge and disciplinary skills are more straightforward. The class teacher will use a range of assessment strategies (such as low-stake quizzes and other retrieval practice techniques) before and throughout the topic to ascertain the children's learning and modify future sessions to ensure progress is made by all and that the core knowledge is learnt. In addition, at the end of a topic, assessment for learning records and unit reflections will be used to make a summative judgement against the end of year expectations in the three disciplines of theology, philosophy and human and social science.

Monitoring and Evaluation

The curriculum lead will monitor teaching and learning in RE in accordance with school policy. Whilst the headteacher will ensure that adequate monitoring takes place and that the impact of such activity is assessed. We use four main tools to quality assure the implementation and impact of our curriculum:

- Professional development to help to improve staff subject knowledge and evidence informed practice such as retrieval and spaced practice, interleaving and explicit instruction techniques.
- Assessment outcomes from tasks and tests, to show how well the content has been understood and this informs what to do next.

- Whole school 'book looks' help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.
- Learning observations help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and religious artefacts will be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998. Should a family request that their child be withdrawn from RE, their request will be granted without delay and they will be informed in writing that their request has been granted. The headteacher may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted.

Pupils who are withdrawn from RE will be supervised, but the class teacher is not expected to set or mark alternative work. This time should not be used for other subjects. Therefore, school may ask parents to provide materials related to their own faith, philosophy, or worldview for their child to complete.

Teachers can also exercise their right to withdraw from teaching the subject. However, we hope that all families and teachers will feel comfortable with the type of religious education being taught at this school.

Policy Review

This policy is reviewed biennially by the Governing Body.