



PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

TITLE: RELIGIOUS EDUCATION

DATE: November 2025

REVIEW: November 2026

MONITORED BY: Curriculum & Teaching Designated Governor

AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS

Aim

At Prior Heath Infant School we aim to provide a challenging, stimulating and exciting learning environment in which children are given opportunities to develop their spiritual, moral, social, cultural and emotional skills. In essence we are aiming to help our children develop respect and sensitivity for all people and to understand more about the importance of religion in today's world.

The importance of religious education in the curriculum

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. At Prior Heath we follow the Surrey Agreed Syllabus for Religious Education for EYFS and Key Stage 1 (2023-2028).

In Reception, the children develop their understanding of beliefs and cultures of others. They encounter the celebration of different festivals and hear stories from a variety of different cultures and traditions. They learn about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The children learn by developing their understanding through the Golden threads: 'God' (theological) 'Community' (sociological) and 'Identity' (philosophical). The children build on these skills throughout the year working towards the People and Communities Early Learning Goal.

Early Years Foundation Stage:

- Children begin to explore the world of religion in terms of special people, books, times, places and objects.
- Children listen to and talk about stories.
- Children are introduced to religious words and use their senses in exploring religious beliefs, practices and forms of expression.
- Children reflect on their own feelings/experiences.
- Children use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.
- We seek to provide experiences that develop a deeper level of understanding and enjoyment through dance, role play and resources that are child-friendly and available through continuous provision.

Children are encouraged to discuss what makes them unique, and what similarities and differences exist between themselves and others, and among families, communities and

traditions. They have opportunities to describe and respond to events in their lives as well as relevant cultural and religious celebrations.

In Key Stage 1, children continue to learn about religions by developing their understanding through the Golden threads. Pupils are given a variety of learning experiences, including continuous provision and play based learning both in the classroom and through visits and visitors to create memorable learning opportunities to further support and develop their understanding.

The children learn about three major religions: Christianity, Judaism and Islam through understanding world views, beliefs and lived experiences. Consideration is also given to other non-religious perspectives such as humanism. The children build on the Early Years Foundation Stage core focusses and learn key skills and positive attitudes following the Surrey syllabus.

Principles

At Prior Heath we employ a variety of teaching methods to include:

- Visiting local places of worship and receiving visitors from faith communities.
- Making links with other curriculum areas, especially art, music, dance and drama, in order to enhance learning in RE.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Using story, pictures and photographs.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Celebrating festivals throughout the year as they occur with particular focus on the religions followed by pupils at the school such as a whole school Harvest Celebration Day.

By the end of KS1 the children will have learnt:

- To retell religious, spiritual and moral stories.
- To identify how religion and belief is expressed in different ways.
- To identify similarities and differences in features of religious and non-religious beliefs.
- To recognise that some questions about life are difficult to answer.
- To ask questions about their own and others' feelings and experiences.
- To identify possible meanings for symbols and other forms of religious expression.
- To respond sensitively and imaginatively to questions about their own and others' experiences, feelings and attitudes.
- To give a reason why something may be valued by themselves and others.
- To provide experiences that develop a deeper level of understanding and enjoyment through dance, role play and a variety of engaging resources through continuous provision and play projects.

They are encouraged to build relationships built on trust, understanding and consideration. They discuss the differences between right and wrong and what is fair and unfair. The school grounds provide a chance to develop an appreciation of the beauty of the natural world and by caring for living things; children experience some of the wonder and awe of the world. The festivals of Harvest, Christmas and Easter are celebrated in school. We encourage the participation of local clergy to visit our school to contribute to our whole school celebration assemblies; such as Harvest, Easter and Christmas. Children are also introduced to other religious festivals e.g. Hanukkah, Diwali, Chinese New Year and Ramadan.

The contribution of RE to the wider curriculum

While RE has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

RE contributes to children's spiritual development by:

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

RE contributes to children's moral development by:

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing understanding in key beliefs and teachings in religion, values and moral choices.
- Considering ethical issues especially justice, which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to children's social development by:

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.

RE contributes to children's cultural development by:

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

RE can also make an important contribution to children's use of language by enabling them to:

- Acquire and develop a specialist vocabulary.
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

Assessment recording and reporting procedures

Assessment and recording is completed according to the schools Assessment Policy and Assessment, Reporting and Record Keeping Policy. In RE we assess the children by looking at the expected attainment for each unit as set out by the Surrey Agreed Syllabus; what children 'know and understand' and how children 'express ideas, beliefs and insights'

Progress in RE depends upon the development of the following generic learning skills applied to RE: Reflection, Empathy, Investigation, Interpretation, Evaluation, Analysis, Synthesis, Application and Expression. We also encourage the development of positive attitudes of Self-awareness, Respect for all, Open-mindedness, Appreciation and Wonder.

Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

SEND provision

Children who have special educational needs or disabilities will be identified and supported as appropriate.

Responsibilities

The RE leader will:

- Monitor provision of RE.
- Ensure the school is up to date with RE subject development.
- Ensure that resources are checked, maintained and updated.
- Provide training to staff where appropriate.

All members of staff will:

- Deliver the required RE provision for their year group/class.
- Ensure that children with SEND are supported as appropriate.
- Liaise with the subject leader to arrange booking of visitors or trips.

Governors:

Monitor implementation of this policy through the Curriculum and Attainment Governor.

Links to other school documents

Assessment Policy
Assessment, Reporting and Record Keeping Policy
Collective Worship Policy
Equality Information and Objectives
EYFS Policy
SEND and Inclusion Policy
Single Equality Scheme
Teaching and Learning Policy