



## St John's C of E Infant School Religious Education Policy

Date policy agreed by:	Staff	January 2026
	Governors	January 2026
Review date		January 2028

### Our School Vision **Let your light shine!**

Our vision and values are built upon the values our school community (all stakeholders) decided were the most important Christian values. These are the centre of our focus in educating the children and in all the decisions we make as a school.

St John's is a place where we can grow as life-long learners, understand the value of **trusting** friendships, show **thankfulness** and compassion to others and can make mistakes, knowing that we will be **forgiven**. We can both find **peace** and become peacemakers in the knowledge that in doing so we will let our light shine.

*I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.*  
John 8:12

These words of Jesus are at the heart of our school's vision.  
They inspire and motivate our whole school community.

Jesus also reminded us in Matthew's gospel that we are lights for the world.  
As we seek to follow him, we can share his light with others and change the world!

*In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.* Matthew 5:16

### **Our School Values:**

At the heart of all we do, it is our aspiration that our children will live out our values both now, in school and at home, and later as they journey on in life. Our Year 2 children have a leadership role to help support and develop these roles. This is then handed on annually to the next class and thoughtful reasons for choices of person are given. Our school values are underpinned by the British Values of Democracy, Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of Those with Different Faiths and Beliefs.

Alongside our School Values we have our **Rainbow Rules** which help to guide our daily choices. These are referenced by all staff within the community; they are on display around the school and can also be referenced by visitors.



These are reinforced in certificates on our Marvellous Me app which allows staff to award merit badges to the children for their achievement in following these rules.

### Intent

#### **National Curriculum Requirements for Key Stage 1**

In line with legal requirements, Voluntary Aided Church of England Schools we ensure that we provide RE in accordance with the teachings of the Anglican Church. We follow the Guildford Diocesan agreed Syllabus for RE (2023-2028.)

In KS1 (Key Stage 1) pupils should study 144 hours across the key stage (72 hours per year), or approximately 1 and half hours per week (10% of the teaching time.)

RE can be delivered weekly, or in a block themed approach or cross curricular. In addition, the children engage in an Easter Pause Days.

#### **Philosophy/Aims**

Children come to school with a natural curiosity about their world and existence.

Our aim is to develop an understanding of the meaning of faith and its social, moral, and personal significance by:

- Nurturing children from families of Christian faiths, no faith, and other faiths.
- Contribute to pupils' personal development including spiritual, moral social and cultural development, and linking this with the teaching of PSHE (Personal, Social, Health and Economic).
- Give pupils the opportunity to explore religious language and symbolism.
- Introduce children to other world faiths
- Experience Christian faith and places of worship

### Implementation

Children will participate in a wide range of activities and experiences. They will be given opportunities to develop spiritually and learn through:

- First-hand experience - the use of visitors, visits to places of worship, artefacts, and festivals
- Expression – using imaginative play, drama, hot seating, creative art and design, dance, literacy
- Investigation - of stories, religious texts (including the Bible), beliefs, practices, and religious ways of life
- Reflection - consideration of their own and others feelings, experiences, beliefs, attitudes, and spirituality
- Making links (synthesising) – making connections between learning and life
- Enquiry based learning - investigation, interpretation and understanding;
- Evaluation – critically engaging with what they have been learning, responding to the thoughts and opinions of other children, discussing the key enquiry questions (big questions.)

## Planning

Using the Surrey Agreed Syllabus for RE (2023-2028) teachers plan enquiry-based lessons, focused around key theological concepts and the 'Golden Threads' of community (sociological), God (theological) and Identity (philosophical). Teacher's lead discussions where pupils have the opportunity to explore the beliefs and practices of others and of themselves in the context of Christianity, Judaism, Islam. Pupils will also have the opportunity apply and deepen their knowledge through end of year thematic units.

Teachers use a range of strategies to support learning, and use a range of creative and written tasks to help children deepen their understanding. Pupils are encouraged to be reflective in lessons, investigating their own thoughts and beliefs and are encouraged to ask big questions that may not have an answer but that can be investigated further. We hold an Easter Pause Day each year when pupils have the opportunity to reflect on key concepts within Christianity, linked to our school values.

- Christianity (not less than 80% of RE time is spent on Christianity)
- Judaism and Islam (not more than 20% of RE time is spent on other faiths)

The lessons reflect the principles of **enquiry-based learning**, using the skills of Reflecting/Interpreting/Synthesising/Empathising/Expressing.

Wherever possible using enhancements such as, hands on resources, trips to the church, Guildford Cathedral or workshops held in school. Families attending school may also share with us experiences of their culture or faith. Some R.E. learning is additionally taught as part of our outdoor learning- the love and care for God's world taking high priority.

## The Early Years Foundation Stage

In accordance with the Development Matters in the EYFS (Early Years Foundation Stage) children are taught to know about similarities and differences between themselves and others, and among families, communities, and traditions. This is delivered in a variety of methods and this includes the experiences, festivals, and stories from a range of faiths.

## Key Stage 1

Our R.E. long term plan show the order in which the units from the Surrey Agreed Syllabus are taught, through the child's 3 years spent at St John's

## Inclusion -

All lessons are inclusive, a range of methods are used to ensure children are able to achieve or exceed the learning objective. This scaffolding should allow a sense of success and enjoyment of each lesson. The needs of all vulnerable children including disadvantaged and those on the SEN register will be accounted for.

## Resources

Resources are kept in the Beehive in labelled boxes with appropriate artefacts and books.

## **Equal Opportunities**

This relates to the Equal Opportunities and Inclusion Policies. All pupil groups will be provided for according to their identified needs. We ensure equal access to the RE curriculum for all regardless of ability, sex, race, or disability.

In accordance with the Education Act of 1944 and 1988, parents have a right to withdraw pupils from RE lessons. However, we encourage them, where possible, not to do this as we promote inclusion.

## **Health and Safety Issues**

Children should be taught to use materials and artefacts in accordance with health and safety requirements. Equipment should be stored and handled correctly and with respect.

## **Impact**

### **Assessment Recording and Reporting**

There are both formative and summative assessments made by the teachers for all children.

In the **EYFS** the children's progress is assessed and monitored at the end of 3 of the units\*; additionally, it is monitored throughout the year in the EYFS areas of, primarily 'People, culture and Communities', but also Personal, Social and Emotional development'. At the end of the academic year the children are assessed in all areas of the EYFS against the criteria of 'Emerging' and 'Expected'.

In **KS1** teachers use the assessment points, at the end of three of the units\*\*, to assess the children. Class books will be created to show the journey and discussions through the topic. They record their reflections on reflections on their learning for each unit this book will continue through the school creating a record of their thoughts on learning in RE. At the end of the academic year a best fit of 'emerging' or 'expected' is given to each child as a summative assessment for the year.

### **Monitoring**

The RE subject leader is responsible for developing and revising of policy and guidelines. This is discussed and agreed with the staff and governors. The leader will plan time to evaluate and monitor the teaching of RE in each year group. This will include book looks, lesson observations and data analysis. When observing teaching, the RE leader will use St John's Teaching Charter. The leader will look in depth at the quality of RE education including intent, implementation, and impact.

The curriculum will also be monitored by governors on the SIAMs team through formal observations, pupil discussions, subject leader updates, annual parental survey.

As well as the informal remarks, comments, discussions from the whole community. Staff, parents, visitors.

## **Appendix A**

\*Units assessed in the **EYFS**: 'Why do we have celebrations'; 'There's no place like home.'; 'Meals with Jesus' or 'New life all around.'

\*\* Units assessed in **KS1**:

**Year 1** – What is the Bible about?'; 'Is Easter happy or sad?'; 'What is important for Muslim children?'

**Year 2** – 'Why is the Bible an important book?'; 'What is Easter really about?'; 'What is the Torah and why is it important to Jews?'

**Each classroom will have a RE display/reflective space. Displaying the big questions relevant to the unit they are exploring, adding any questions the children have.**

This will include

- Values poster
- School/class prayer
- Cross
- Candle
- Bible