



“Let all that you do be done in love” - 1 Corinthians 16:14

- Date policy adopted by Salehurst CEP School: March 2026
- Review date: March 2028

Salehurst Church of England Primary School is a welcoming and inclusive community rooted in Christian vision and values. Our ethos places love, dignity and wellbeing at the heart of all we do. Through Religious Education, pupils are supported to explore questions of meaning, identity and belief, developing understanding of Christianity and other religions and worldviews.

Our Christian values of Compassion, Respect, Friendship and Courage underpin our approach to Religious Education and shape how pupils learn about themselves, others and the wider world.

Intent

At Salehurst CE Primary School, we believe Religious Education has a vital role in enabling children to understand the diverse world in which they live and to explore some of life's most significant questions.

RE contributes to pupils' spiritual, moral, social and cultural development and helps them to develop the knowledge, skills and understanding needed to engage thoughtfully with religion, belief and values.

Through RE, pupils are supported to develop:

- knowledge and understanding of Christianity as a living and diverse faith
- knowledge of other religions and worldviews represented in Britain and the wider world
- curiosity about belief, meaning and purpose
- the ability to ask thoughtful and respectful questions
- understanding of how belief influences individuals and communities
- respect for diversity and difference
- the ability to reflect on their own experiences and ideas
- skills of reasoning, enquiry and interpretation

We aim for pupils to become increasingly religiously literate and be able to:

- describe beliefs, practices and traditions
- make connections between ideas
- understand the diversity within religious traditions
- reflect thoughtfully on questions of meaning and purpose
- express ideas clearly and respectfully

RE supports pupils in understanding Christianity as a living faith, while also developing awareness of other religions and worldviews in modern Britain.

Legal Requirements

Religious Education is a statutory subject for all pupils in full-time education. At Salehurst CE Primary School:

- RE is taught in accordance with the East Sussex Agreed Syllabus
- Christianity is studied as the majority religion of Great Britain
- pupils also learn about other principal religions represented in the UK
- parents have the right to withdraw their child from RE

Religious Education is educational in nature and does not seek to promote a particular religious belief. Instead, it enables pupils to develop understanding of religion and belief.

Implementation - Curriculum Approach

We use a combination of:

- Understanding Christianity
- Emmanuel Project
- East Sussex Agreed Syllabus

These curriculum approaches all support an enquiry-based model of learning in which pupils engage with key questions, explore beliefs, make connections between ideas, reflect on meaning and purpose as well as their own responses thoughtfully.

RE is taught through a two-year rolling programme where appropriate and is planned through half-termly units. Learning is structured to support progression in both knowledge and reflection.

Content

Across the school, pupils study Christianity and a range of other religions and worldviews.

Early Years Foundation Stage

Children encounter religion and belief through Understanding the World, including:

- special stories
- celebrations
- belonging
- special places
- people who are important to us

Key Stage 1 & 2

Pupils study aspects of:

- Christianity
- Judaism
- Islam
- Hinduism
- other worldviews where appropriate

Pupils explore key questions about belief, identity and belonging which enable them to make connections between religions and worldviews.

Concepts explored

Across the school, pupils develop understanding of key concepts including:

- belief
- authority
- worship
- community
- identity
- belonging
- symbolism
- celebration
- commitment
- values
- meaning and purpose

These concepts support pupils in making connections between religions and worldviews.

Teaching and learning

A variety of teaching approaches are used to ensure that learning in Religious Education is engaging, meaningful and accessible for all pupils. Lessons provide opportunities for discussion and dialogue, enabling pupils to share ideas, ask questions and learn from one another. Pupils explore stories and sacred texts, supported by the use of artefacts, images and other visual resources which help bring religious traditions to life. Where possible, visits to places of worship and visitors from faith communities further enrich learning, helping pupils to encounter lived experiences of belief.

Creative approaches, including art, drama and music allow pupils to express their understanding in different ways, while collaborative learning supports the sharing of ideas and respectful engagement with diverse perspectives. Technology is used where appropriate to support research, presentation and reflection.

Opportunities for reflection are an important part of learning in RE, enabling pupils to consider how ideas relate to their own experiences and to the wider world. Opportunities to explore spiritual and moral questions may also arise across the wider curriculum, supporting connections between Religious Education and pupils' everyday lives.

Planning and assessment

RE is planned through half-termly units using Understanding Christianity and Emmanuel Project materials.

Teachers:

- identify clear learning objectives
- plan opportunities for discussion and reflection
- provide varied ways for pupils to demonstrate understanding
- adapt learning to ensure accessibility for all pupils

Assessment takes place throughout each unit and may include:

- discussion
- written work
- creative responses
- presentations
- collaborative work

Evidence of learning is gathered to demonstrate pupils' developing understanding.

Progression

Progression in RE involves the development of:

- subject knowledge
- understanding of key concepts
- use of subject vocabulary
- ability to interpret sources
- ability to make connections between ideas
- depth of reflection
- understanding of diversity within traditions

As pupils move through the school they increasingly:

- describe beliefs and practices
- explain similarities and differences
- interpret meaning
- justify ideas using evidence
- connect belief with lived experience
- reflect thoughtfully on their own ideas

Inclusion

Religious Education is taught to all pupils as part of a broad and balanced curriculum. Learning opportunities are planned to ensure accessibility and meaningful engagement for every learner. Teachers provide open-ended tasks which allow pupils to respond at an appropriate level, alongside varied forms of recording so that understanding can be demonstrated in different ways.

Discussion-based learning supports pupils in developing ideas collaboratively, while visual and practical resources help to make abstract concepts more accessible. Collaborative activities encourage shared thinking and respectful dialogue and pupils are given flexible opportunities to express their understanding through spoken, written or creative responses. Through these approaches, all pupils are supported to engage with key ideas and develop their understanding at an appropriate level.

Impact

Through Religious Education, pupils develop an understanding of religion and belief which helps prepare them to live well in a diverse and multi-faith society. Pupils demonstrate their learning in a variety of ways, including through discussion, written responses, creative work, presentations and collaborative activities. These approaches enable pupils to show their developing knowledge, understanding and ability to reflect thoughtfully on important questions.

The impact of Religious Education can be seen in pupils' growing confidence in talking about religion and belief using appropriate vocabulary, as well as in their ability to show respect for different beliefs and worldviews. Pupils learn to ask thoughtful questions, make connections between ideas and reflect on questions of meaning and purpose. Through their learning, pupils develop an understanding of Christianity as a living faith and recognise how belief influences the lives of individuals and communities.

Monitoring and evaluation

The RE Federation Subject Leader and Champion is responsible for monitoring standards and supporting staff.

Monitoring may include:

- review of pupils' work
- pupil voice
- discussion with staff
- review of planning
- lesson visits where appropriate

The Link Governor meets with the subject leader to evaluate provision across the federation.

Monitoring ensures:

- statutory requirements are met

- the curriculum reflects the Christian character of the school
- progression is evident across year groups
- pupils develop religious literacy
- teaching is consistent and effective