



Eastnor C of E Primary School

Religious Education Policy

"Inspire and Achieve"



Let love guide your actions, thoughts and words.

Date	Review
September 2026	Updated and Approved LAB
September 2027	Date for review

Introduction

This policy has been written in the light of the Church of England's *Vision for Education* (Autumn 2016), Flourishing for All (September 2024) and through reflection on the 2023 SIAMS Evaluation Framework for schools.

Legal Position of Religious Education in School

Religious Education (R.E.) is unique in the curriculum as it is neither a core nor foundation subject. The 1988 Education Act states 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils.

Eastnor Parochial Primary School is a Church of England School and therefore follows the Herefordshire Agreed Syllabus for Religious Education 2025 – 2030.

The Church of England's Statement of Entitlement

The Church of England's *Statement of Entitlement* (January 2026) outlines the aims and expectations for R.E. in Church of England schools and guides this school's approach to R.E. It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: 'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'.

Religious Education and the school's Christian Vision

R.E. is central to the purpose of Eastnor because, as a church school, we see that the Christian faith informs all aspects of our lives, locally, nationally and through global contexts. We create learning opportunities in R.E. that will inspire, enthuse and motivate children in their exploration of religions. R.E. supports and strengthens our Christian vision, ethos and values, which are at the heart of what we aim to do in every aspect of school life. The importance of the whole child, spiritually, morally, culturally and intellectually is reflected in our R.E. curriculum.

The School's Vision:

We are committed to inspire children to 'do everything with love' (Corinthians 16:14) primarily through the teaching of Christianity as well as learning about other faiths and worldviews. Love is at the heart of all that we do here at Eastnor Primary School. We believe that through the value of love, every person will feel secure and happy enabling them to flourish.

High quality R.E. allows pupils to explore important questions about life, belief and meaning. It supports pupils in developing an understanding, respect and compassion.

School Approach to Religious Education – What are we trying to achieve?

The R.E. curriculum at Eastnor develops learning and results in the acquisition of knowledge and understanding of Christianity and other religions and worldviews, enabling children to enquire, reflect and develop their own understanding of beliefs and values.

R.E. at Eastnor supports pupils in developing curiosity about faith, belief and the world around them. Through R.E., pupils learn about religious traditions while reflecting on their own ideas and values.

The R.E. curriculum follows the Herefordshire Agreed Syllabus 2025-30, ensuring pupils develop knowledge through the three key strands:

- Making sense of belief
- Making connections
- Understanding the impact

A wide range of imaginative teaching methods and pupil groupings ensure effective R.E. sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in R.E. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the *Statement of Entitlement*, teaching and learning in R.E. in this school will provide opportunities for children to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

Children will be encouraged to become curious learners through discussion, questioning and reflection about religion and belief.

A variety of approaches to teaching R.E. are used including:

- Storytelling and exploration of sacred texts
- Discussion and debate
- Creative activities such as art and drama
- Reflection and stillness
- Visitors from faith communities
- Visits to places of worship

Children will learn about Christianity in depth while also exploring other religions including Judaism, Islam, Hinduism, Sikhism and Buddhism.

By the end of EYFS pupils will have a secure foundation about the world around them including special people, celebrations and stories from different faiths.

By the end of KS1 pupils will develop an awareness of different religions and beliefs. They will begin to recognise that people have different ways of expressing belief and belonging.

Pupils will learn about important religious stories, celebrations and symbols and will begin to ask questions about meaning and belief.

By the end of KS2 pupils will develop a deeper understanding of religious beliefs, practices and traditions.

They will be able to:

- Describe similarities and differences between religions
- Explain how beliefs influence how people live
- Reflect on their own ideas and experiences
- Discuss questions about meaning, purpose and morality
- Children will develop the skills of enquiry, reflection, discussion and respectful dialogue

How is our vision translated into practice?

At Eastnor, teachers follow the Herefordshire Agreed Syllabus 2025-30 and use R.E. Today schemes of work and resources as a basis to plan progressive R.E. lessons, adapting them to suit the needs and interests of their classes. They also use Understanding Christianity plans and resources.

Our R.E. curriculum is based on the principles of knowing more and remembering more, ensuring pupils develop a secure understanding of religion and belief over time.

EYFS follows a one year rolling programme.

KS1 and KS2 follow a two-year rolling programme to ensure coverage, coherence and progression.

Christianity is taught in every year group alongside learning about other world religions.

Organisation and Time Allocation

The *Statement of Entitlement* specifies that Christianity is to be the main religious worldview studied in and through R.E. in each year group/phase equating to at least 50% of curriculum time. It also states that, in a Church school there should be sufficient dedicated curriculum time, meeting explicitly R.E. objectives, committed to the delivery of R.E. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

In accordance with the *Statement of Entitlement* and the structure of Herefordshire Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year;
- at Key Stage 1 pupils study Christianity and Judaism and Islam – R.E. will be taught for at least for 36 hours over the year;
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews – R.E. will be taught for at least for 45 hours over the year.

Assessment / Recording & Reporting

The Herefordshire Agreed Syllabus for Religious Education 2025-2030 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of Key Stage learning outcomes as outlined in the syllabus.

As a school we track progress in R.E. using key objectives on Insight and through end of unit assessments that are collated and overviewed by the class teacher and R.E. Subject Leader.

We use assessment to identify any child who requires additional support.

Teachers provide careful scaffolding, pre-teaching and additional support where needed.

Children have knowledge organisers in their books and parents are informed of topic content through curriculum newsletters. Examples of learning in action are shared with parents using WEduc posts.

School reports are sent home in the Spring and Summer terms of each year and the R.E. report is written with reference to assessment records as well as pupils' individual work.

Spiritual Development Through R.E.

Spirituality is about exploring big ideas like who we are and what matters most. It means feeling connected – to ourselves, to others, to nature, or something bigger. It helps us show kindness, wonder, and hope, and find meaning in the world around us.

Religious Education plays an important role in supporting pupils' spiritual development.

Through R.E. pupils are encouraged to:

- Reflect on big questions about life and belief
- Develop a sense of awe and wonder
- Explore their own values and beliefs
- Show respect for people with different faiths and worldviews
- Understand their place within the wider world

These experiences help pupils grow spiritually.

How R.E. contributes to the school's Christian Character and Vision

R.E. plays an important role in supporting the Christian character of Eastnor Parochial Primary School. Through the R.E. curriculum pupils learn about the life and teaching of Jesus and explore the values that underpin our school community. R.E. and Collective Worship compliment one another. R.E. provides opportunities for academic learning about religion and belief. Collective Worship provides opportunities for spiritual reflection and shared experiences rooted in Christian tradition. Together they support pupils in understanding the Christian ethos of the school while encouraging respect of all faiths and those with none.

Lesson Structure

R.E. is taught on a weekly basis during a morning and is valued in the same way as the core subjects. Each lesson is based on a key question and will follow a specific structure:

- Flashback questions;
- Explicit vocabulary teaching;
- Teacher input which acknowledges 'Ways of knowing' – (Teachers use a range of resources from agreed schemes) ;
- Independent application;
- Plenary.

Marking

Marking in R.E. follows the schools Marking and Feedback Policy.

Assessment

Teachers assess pupils' understanding through discussion, written work and reflection activities.

Assessment focuses on pupils' ability to:

- Understand religious beliefs and practices
- Explain the impact of beliefs on people's lives
- Reflect on their own ideas and experiences

SEND pupils

SEND pupils may be supported by additional adults, adapted resources or scaffolding.

All children work towards the same learning objective.

Some pupils may require additional support, extra time or pre-teaching.

We have high expectations for all pupils and believe all children can succeed when supported appropriately.

Challenge

Higher ability pupils are challenged through deeper questioning, extended discussion and opportunities to explain and justify their thinking.

What is the impact of our curriculum?

Our pupils demonstrate enthusiasm for Religious Education and engage thoughtfully with questions about beliefs and values.

Pupils develop a rich vocabulary which enables them to discuss religion and belief with confidence.

Children are respectful of others' beliefs and understand the diversity of faiths within society.

Children are reflective learners who can talk about their own ideas and values.

Teaching practices across the school support long-term knowledge retention.

Children develop curiosity about religion and belief and are prepared for further study at Key Stage 3.

Right to Withdrawl

In accordance with the Education Reform Act of 1998, we acknowledge the right of parents to withdraw their child from R.E. lessons should they wish to do so, and if this situation arises within school, suitable arrangements for the supervision of the child during these lessons will be made after discussion with the parents.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every year. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- Change in Agreed Syllabus
- Change in Church of England Statement of Entitlement
- Change in legal position framework for R.E.