



Eardisley CE Primary School

# Religious Education Policy

Date Agreed: May 2026

Review Date: Autumn 2030

## Introduction

Religious Education (RE) makes a unique and significant contribution to a broad and balanced curriculum, ensuring that children at Eardisley Church of England Primary School are well prepared to live life in modern Britain. We aim for all our children to flourish and thrive as individuals and, in doing so, to reflect all that is *"worthy of praise"* (Philippians 4:9).

RE seeks to educate for dignity and respect, encouraging all to live well together. The foundation of RE at Eardisley CE Primary School is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the role of the Church. While this underpins our studies, we hold *"a deep respect for the integrity of other religious traditions and worldviews and the religious freedom of each person"* (*Deeply Christian, Serving the Common Good*, 2016).

Through RE, and within the wider ethos of the school, we actively promote our vision that *"In all that we do our values shine through."* Guided by our core values of Friendship and Determination, the Christian teaching to *"love one another"* (John 15:12) informs and enriches learning, guiding, inspiring, and nourishing our school community and bringing joy to all.

In accordance with the Church of England Statement of Entitlement for Religious Education (2019, updated January 2026), Religious Education has a high profile at Eardisley Church of England Primary School. It is a core subject within the curriculum and plays a pivotal role in pupils' learning as part of a broad and balanced education. RE aims to inspire pupils and develop higher-level skills such as enquiry, analysis, interpretation, evaluation, and reflection, enabling them to understand the impact of religion and belief on individuals, communities, and the wider world.

RE is taught in line with the Herefordshire Agreed Syllabus for Religious Education (2025–2030). The teaching of Christianity within the syllabus is supported by Understanding Christianity. At the heart of RE teaching is the life and work of Jesus Christ, forming the foundation from which pupils explore faith, belief, and worldview.

## Curriculum Intent

Religious Education at Eardisley CE Primary School enables pupils to explore fundamental questions about life, belief, meaning, and purpose, and to develop understanding of how people express meaning through religion and worldview.

RE is educational and non-confessional. It does not seek to urge religious belief on pupils but enables them to learn about and learn from Christianity and other religious and non-religious worldviews through enquiry, reflection, dialogue, and interpretation.

RE makes a significant contribution to pupils' spiritual, moral, social, and cultural development, helping them to become thoughtful, respectful, and informed members of society.

## **Aims**

Religious Education aims to:

- Engage pupils in enquiry and exploration of religion and belief
- Enable pupils to know about and understand Christianity as a living faith that has shaped British culture and continues to influence lives worldwide
- Enable pupils to know about and understand other major world religions and non-religious worldviews
- Encourage pupils to develop respect and empathy towards people of different beliefs
- Support pupils in developing their own spiritual and philosophical convictions
- Enable pupils to reflect critically and responsibly on issues of meaning, purpose, and value

At an age-appropriate level, pupils are expected to be religiously literate and able to:

- Give a thoughtful and theologically informed account of Christianity
- Show informed and respectful attitudes to religions and worldviews
- Engage meaningfully in dialogue with those of other faiths and none
- Reflect critically on their own beliefs, values, and ethical positions

## **Principles of Teaching and Learning of Religious Education:**

### **Breadth and Balance**

The RE curriculum is rich and varied, enabling pupils to acquire deep knowledge and understanding of Christianity while also studying other religions and worldviews. Learning includes opportunities for:

- Reflection and stillness
- Questioning and enquiry
- Personal response and dialogue
- Investigation, interpretation, and creativity

A wide range of teaching approaches is used, including discussion, Philosophy for Children, art, drama, music, storytelling, and reflective activities. Open-ended questions challenge pupils to think deeply and independently.

The curriculum ensures that learning is about religions and from religions, enabling pupils to develop curiosity, understanding, and insight.

### **Time Allocation**

The Herefordshire Agreed Syllabus requires a minimum of 5% of curriculum time for RE:

- KS1: approximately 1 hour per week
- KS2: approximately 1 hour and 15 minutes per week

As a Church school, this entitlement is fulfilled weekly and enhanced through additional RE days across the year. At least two-thirds of curriculum time is devoted to Christianity.

## **Programmes of Study**

The Herefordshire Agreed Syllabus for Religious Education (2025–2030) is followed, with Understanding Christianity used to support the teaching of Christianity.

- EYFS: Religious Education is linked to the Early Learning Goals and taught through themed exploration (e.g. special people, places, and objects). Christianity is the main religion studied, with other religions introduced where appropriate.
- Key Stage 1: Christianity is predominant, alongside Judaism and Islam.
- Key Stage 2: Christianity is predominant, alongside Judaism, Islam, Hinduism, and Sikhism.

The curriculum is planned to ensure progression, coherence, and depth of understanding. Further details can be found in the long-term plans available on the school website.

## [Eardisley CE Primary School - Religious Education](#)

### **Cross Curricular Skills and Themes**

RE is taught discretely but makes a strong contribution to:

- Personal, Social and Health Education
- Citizenship
- Equal Opportunities
- Multicultural Education
- British Values

RE supports pupils in developing skills and attitudes needed to live well together in a diverse society.

### **Approaches**

In EYFS, pupils' ideas and reflections are captured in floor books. From Year 1, pupils record learning in individual RE books, supported by creative and practical activities. Learning is also captured through digital platforms such as Dojo.

The school benefits from close links with the parish church, including visits and visitors. Multi-faith days and workshops provide opportunities for deeper engagement with other faith traditions.

The Herefordshire Agreed Syllabus emphasises the importance of distinctive RE skills, such as enquiring, questioning, analysing and interpreting, as well as empathising and reflecting. Lessons are planned to develop each skill at a time.

Multi-faith days and workshops are held regularly and provide opportunities for pupils to study other faiths in depth here as well as through RE lessons.

### **Assessment**

Pupils' progress in Religious Education is assessed using the expected outcomes outlined in the Herefordshire Agreed Syllabus and Understanding Christianity, developed in line with national guidance.

Assessment is ongoing and formative, supported by clear Success Criteria. Work is marked in accordance with the school's Assessment, Marking and Feedback Policy.

Evidence may include:

- Written work
- Post-it notes from discussion
- Photographs of drama or practical activities
- Digital outcomes recorded on Dojo

This ensures assessment reflects the breadth of learning, including skills, knowledge, understanding, and personal reflection.

### **Continuity and Progression**

The school uses the Herefordshire Agreed Syllabus to ensure that skills, knowledge, attitudes and key concepts are identified, consolidated and developed through the school.

### **Inclusion**

RE provides effective learning opportunities for all pupils. Teaching responds to individual needs through appropriate challenge and support. Close communication with the SENDCo ensures access and progress for all learners. All teachers use adaptive teaching strategies to support pupils effectively.

### **Monitoring and Evaluation**

The Headteacher monitors the impact of Religious Education in conjunction with members of the Ethos Committee, the RE Co-ordinator, the Diocese, and other appropriate external agencies.

Monitoring activities include the review of pupils' work, discussions with pupils and staff, and evaluation of how effectively RE contributes to the school's vision and values. Findings from monitoring are used to identify priorities and inform the school's annual Action Plan.

Where appropriate, the impact of teaching and learning in RE is further evaluated through lesson observations and other professional dialogue, ensuring continued improvement in the quality and effectiveness of RE provision.

### **Religious Education and Collective Worship**

Religious Education is distinct from Collective Worship, which has its own aims, statutory requirements, and policy. While both contribute to the Christian character of the school, RE is educational and non-confessional, enabling pupils to explore beliefs and worldviews without being required to affirm faith.

### **Withdrawal**

Religious Education is a statutory subject and *"must be provided for all registered pupils except where it is withdrawn at the request of their parents"* (Section 71, School Standards and Framework Act 1998).

Parents and carers have the legal right to request that their child be withdrawn from all or part of Religious Education. Any such request should be made in writing. Parents and carers wishing to exercise this right are invited to meet with the Headteacher to discuss their concerns and to consider the potential impact that withdrawal may have on their child's learning and wider experience of school life.

The school will ensure that parents are fully informed about the RE curriculum, including its aims, learning objectives, and content, and its relevance to all pupils, whether of a faith or none. Parents will be given the opportunity to discuss this information should they wish. Requests for withdrawal may be reviewed annually in consultation with parents or carers.

The right of withdrawal must be exercised at the instigation of parents or carers, and it should be clearly stated whether the request relates to the whole of RE or specific elements. No reasons are required to be given. Where withdrawal is requested and RE is integrated within the wider curriculum, the school will work with parents or carers to agree appropriate arrangements to support the child during RE lessons.

Once a pupil has been withdrawn from Religious Education, they will not take part in RE lessons until the request for withdrawal has been formally removed.

### **Resources**

Resources are drawn from a wide range and reviewed annually. Understanding Christianity is a central resource. Additional materials are accessed through the Diocese and SACRE.

### **Review**

This policy will be reviewed in line with changes within school, at a local level or nationally.