



Eton Porny C. of E. First School

RELIGIOUS EDUCATION POLICY

Category: Non-statutory	Approved by Head Teacher: <i>E. Stanford-Smith, March 2026</i>
Reviewed by: Emma Stanford-Smith, March 2026	
Review Schedule: Every 3 years	Overviewed by LGB:
Next Review Date: 2029	<i>A. Spires and M. Waller, March 2026</i>

Introduction

At Eton Porny CofE First School, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and worldviews, whether religious or non-religious. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

This fits with our theologically rooted School Christian School Vision:

We are all created unique and special.

He made us all perfect having our own uniqueness.

*1 Peter 4:10-11 'God has given each of you a gift from his great variety of spiritual gifts.
Use them well to serve one another'.*

Eton Porny CofE First School is an Academy that is Voluntary Controlled. RE is therefore taught in accordance with the [Locally Agreed Syllabus](#) (currently under consultation), while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in January 2026. The statutory section 48 (SIAMS) inspection will evaluate the way that RE contributes to the Christian character of the school as well as the priority, provision and quality of the curriculum.

Our Religious Education curriculum is based around the SACRE syllabus using *Discovery RE* programme and with support from the Diocesan material *Understanding Christianity* programme as our schemes of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 ([Guidance](#))
- RE: realising the potential, Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- RE: Ofsted research and analysis, April 2024 ([Deep and meaningful? The religious education subject report - GOV.UK](#))
- RE: Ofsted research and review, May 2021 ([Research review series: religious education - GOV.UK](#))
- 2023 SIAMS inspection framework ([SIAMS Framework September 2023.pdf \(churchofengland.org\)](#))

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and worldviews, whether religious or non-religious. This is religious literacy.

Therefore, the aims of RE in our school are:

- **Learning about our world and nurture children's spiritual development:** We learn about the many different ways people live and believe, whether they follow a religion or not, to help us understand the big, wonderful world we live in.
- **Understanding Christianity:** We explore what Christians believe and do all over the world by reading stories from the Bible and seeing how they live out their faith today.
- **Celebrating differences:** We learn about many different ways of looking at the world, celebrating how people's ideas can be different, how they stay the same, and how they change over time.

- **Asking big questions:** We wonder about the "why" of life, like why we are here and what makes our lives feel special and full of purpose.
- **Religion in our history:** We look at how religion has shaped the stories, buildings, and celebrations in Britain and how it still matters to people and families today.
- **Becoming world explorers:** We learn the right words and skills to talk respectfully about religion and beliefs, helping us become "experts" at understanding others.
- **Sharing our own stories:** We think about our own special ways of living and what we personally believe is important, whether that is part of a religion, spiritual or something else entirely.

Curriculum and Time Allocation

The RE curriculum at Eton Porny CofE First School, follows the Locally Agreed Syllabus. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus, see Appendix 1 for more detail.

RE is taught weekly and time dedicated to RE is separate from the time given to Collective Worship. This is approximately 39 hours per year.

Teaching, Learning and Assessment

RE is taught using an enquiry- based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. Refer here to the school's [SEN](#) and [Equal Opportunities](#) policies and the [National Society for Education's Flourishing for All \(2024\)](#).

Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt, as well as the quality of the curriculum. Records kept will include information about pupils' experiences and judgements about their progress, as well as being used to inform planning.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can also exercise their right to withdraw from teaching the subject. Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation.

When a request to withdraw is received by a school, the request should be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school must make clear that the parent's right to withdraw their child has been granted and that parents are not required to give reasons for their request.

Should parents take up the offer of a discussion, the school may seek to establish the religious issues about which the parent objects to their child being taught. Discussion may include the practical implications of withdrawal and the circumstances in which it may be reasonable to accommodate their wishes. Practical examples of how a school may reassure a parent who has withdrawn their child may include inviting the parent to observe a RE lesson, discussing curriculum documents and discussing the aims of RE in the school with them.

Appendix 1:

Reception:

Discovery Enquiry	Religions studied:
What makes people special?	Christianity, Judaism
What is Christmas?	Christianity
How do people celebrate?	Hinduism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
What makes places special?	Christianity, Islam, Judaism

Year 1:

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

Year 2:

Discovery Enquiry	Religions studied:
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
Does praying at regular intervals every day help a Muslim in his/her everyday life?	Islam
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
Does going to a Mosque gives Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

Year 3:

Discovery Enquiry	Religions studied:
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is "good" about Good Friday?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism

Year 4:

Discovery Enquiry	Religions studied:
Is it possible for everyone to be happy?	Buddhism
Can Buddha's teachings make the world a better place?	
What is the most significant part of the nativity story for Christians today?	Christianity
What is the best way for a Buddhist to lead a good life?	Buddhism
Is forgiveness always possible for Christians?	Christianity
Do people need to go to church to show they are Christians?	Christianity

