

EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL RE Policy



Our Whole School Curriculum Vision Intent Statement

At Eynesbury Church of England Primary School, our curriculum has been designed to ensure every child can 'live life in all its fullness' by offering stimulating and awe inspiring learning experiences with Christian values at its heart. We aim to deliver a curriculum that provides our children with rich knowledge and skills. It gives them the opportunities to develop into well-rounded individuals ready for each stage in their learning journey. Our pupils leave Eynesbury as respectful, good citizens with good memories, a thirst for learning and life and all it has to offer.

Policy date	AUTUMN 2026
Review date	AUTUMN 2027

Introduction:

Religious Education at Eynesbury Church of England Primary School is based on the Cambridgeshire Locally Agreed Syllabus for RE. It is part of the basic curriculum for all pupils. As a Church of England Primary School, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience it offers to all its pupils.

Our Whole School Curriculum Intent:

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Christian Values

Christian values are built into the ethos and teaching of the school, whilst the children are also encouraged to appreciate other people's religious perspectives and cultural backgrounds.

Our Vision

We choose 'Love Your Neighbour as Yourself' Matthew 22:39 as our vision because we believe that every member of our school community should be valued, respected and cared for. It reflects our commitment to helping children understand the importance of kindness, compassion, respect and forgiveness, and to recognise the dignity and worth of every individual.

Our vision encourages our children to look beyond themselves, to listen to and understand others, and to celebrate the differences that make our community unique. It provides a strong foundation for our Christian character and influences the way we learn, behave and treat one another each day.

The Individual

We believe in building on the positive self-esteem of each individual in order to encourage the very best in terms of effort, commitment, self-reliance and responsibility. We encourage open honest relationships, both within our school, and with families and the wider community.

Learning Environment

Our school fosters a caring, welcoming environment where everybody is valued and respected. Kindness Matters at Eynesbury.

Intent:

RE aims to enable pupils to develop skills in:

- Knowledge and Understanding of Worldviews (PT 1) – enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied
- Responding to Religion and Worldviews (PT 2) This includes questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity,

meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.

School RE aims to be of educational value and interest to pupils of any or no religious belief.

Over the course of their primary years, children will learn about religious concepts and values, practices and traditions. They will also consider their own beliefs and ideals, and reflect on their own experiences. They will have opportunities to think about the big questions of human existence, and to express their own ideas about these and to visit Eynesbury Church for services and as part of lessons. Detailed objectives for Foundation Stage and Key Stages 1 and 2 are contained in the programme of study for RE set out in the Agreed Syllabus; they cover both content objectives and a statement of the general characteristics which promote reflection and response.

Implementation:

RE is taught weekly by classteachers. The RE leader informs the class teachers of which units will be covered over the year. There is a long term plan which details this information.

Class teachers will ensure that they are building on what children already know by using assessments records and consulting with the RE leader for appropriate suggestions, resources and ideas.

- They should also undertake activities throughout units of study, which give an idea of children's level of knowledge and understanding.
- Planning will be carried out with the help of the leader to make sure that children move forward in their understanding of RE concepts and development of RE skills, as well as increasing their level of knowledge about religion.

Time allocation: The school allocates a minimum of 60 minutes per week in Key Stage 1 and Key Stage 2.

Our Religious Education (RE) curriculum

Our Religious Education (RE) curriculum is effectively implemented through weekly lessons that align with the Locally Agreed Syllabus 2023-2028. This ensures that the entire curriculum collaborates with our RE framework to enhance children's holistic learning experiences.

At Eynesbury Church of England Primary School we recognize the importance of Religious Education, and therefore all teachers take responsibility for the subject. This fosters a deep understanding among children, staff, and the wider community about the significant impact of religion and beliefs in our lives.

The curriculum is thoughtfully structured, dedicating two-thirds of instructional time to Christianity while devoting the remaining third to exploring world religions. This balanced approach fosters rich and in-depth knowledge, enabling children to engage in reasoned and thoughtful discussions. The leadership team at Eynesbury has strategically implemented a spiral curriculum for key Christian concepts, ensuring that complex ideas such as 'salvation' and 'incarnation' are revisited and explored in depth as students grow and mature.

Our RE subject leader actively participates in Continuous Professional Development (CPD) offered by the Diocese of Ely, ensuring that vital insights and resources are disseminated to all staff members. All educators also engage in regular RE-focused CPD, facilitated by both the RE lead and external trainers, to continuously enhance their expertise and impact on student learning. To meet the recommended teaching time and enrich our curriculum, we organise annual RE Enrichment Days, ensuring that our students receive comprehensive and engaging educational experiences in Religious Education.

In selecting the wider faiths we teach, we have made thoughtful decisions that reflect the demographic composition of our local community in St Neots and Huntingdonshire. For instance, we have integrated Islam into our curriculum for

Years 1, 2, 4, and 6, recognizing that this is the second predominant faith of our local community. This approach not only acknowledges the rich diversity of beliefs in our area but also helps our students develop a meaningful understanding of the experiences and perspectives of their peers.

Additionally, we have included Humanism in Year 5 to ensure a comprehensive exploration of belief systems. After seven years of focusing on faith and religion, we believe it is crucial for students to have the opportunity to engage with secular worldviews. Introducing Humanism empowers children to seek answers to questions they may have about life, morality, and ethics beyond religious frameworks, preparing them for thoughtful citizenship in a diverse society. By embracing a wide array of beliefs, we support our students in becoming open-minded individuals who can appreciate the complexity of human experience.

Latest demographics for St Neots and Huntingdonshire show that over half of the population have no religious beliefs and as a result we believe it is vitally important to teach our children about Christianity and World faiths to give them a broad and balanced understanding of the world around them.

Children work in RE books in Key Stage 1 and Key Stage 2 but floor books are also used in EYFS to showcase their learning.

RE and the wider curriculum:

There are clear links between RE and some other areas of the curriculum. Work in RE should give strong support to work in English, PD and Computing. It should also make a major contribution to pupils' spiritual, moral, social and cultural development. The school follows guidance in the Agreed Syllabus and Understanding Christianity to ensure that these links are fully utilised to the benefit of pupils' progress in RE and the other areas concerned.

Impact:

Religious Education at Eynesbury Church of England Primary School develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at Eynesbury Church of England Primary School encourages pupils to:

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Eynesbury Church of England Primary School enhances pupils':

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;

- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at Eynesbury Church of England Primary School offers:

- opportunities for personal reflection and spiritual development.

SEND and Equal opportunities

In the case of SEND pupils, activities and equipment will be modified to allow children to participate and be involved. Individual teachers will consult parent/carer to establish needs and to give regard for health and safety. Children with health care plans are supported.

At Eynesbury, all children, regardless of age, gender, ability, race or creed will have access to the RE curriculum. The curriculum is matched to the needs of the children and Equal opportunities are in accordance with school policy. All children will have access to the RE curriculum. This encourages children to be sensitive to the needs of others and challenge inequalities and discrimination if these occur.

Spiritual development in RE

Spiritual development is about being aware of the relationships we have with ourselves, with others, with nature and with God. Ofsted define spiritual development as being the "development of the non-material element of a human-being which animates and sustains us". Religious Education can serve to broaden every child's spiritual development by:

- Encouraging pupils to consider their own values and attitudes
- Encouraging reflection on questions about religion and the meaning of life
- Explore their own and other peoples' beliefs
- Encouraging pupils to consider and discuss their own beliefs
- Developing a sense of awe and wonder
- Promoting ways that beliefs contribute to individual and group identity
- Providing opportunities to view things from another person's perspective

We also encourage our children to have 'mirror moments' by thinking about themselves; have 'door moments' by thinking about others; have 'window moments' by thinking about the beauty of the world and 'candle moments' that encourage our children to think beyond the things they can see.

Resources

There are a range of resources to support the teaching of Religious Education in school. Resources are regularly audited to see if they are up to date and relevant. Knowledge organisers are also a key resource. The R.E. subject leader is responsible for managing the purchase and maintenance of resources.

We also use the local church community as an important resource in RE. Contributions from Eynesbury Church, provide a valuable link in the delivery of RE within the school.

Assessment, Evaluation and Monitoring

We closely monitor the progress our pupils make in religious education, ensuring they retain key knowledge and facts that empower them to engage reflectively in lessons. Our assessment methods include Book Looks, Pupil Voice, and thorough summative data analysis to ensure that we are effectively supporting students' learning.

At Eynesbury Church of England Primary School, our staff are thoroughly trained in assessment practices to ensure that each piece of assessment is relevant and specific to the outcomes being measured. We believe that nothing is left

to chance; every assessment is purposefully planned to align with our educational objectives and the students' learning needs. This strategic approach allows us to effectively monitor progress, identify strengths and areas for improvement, and ultimately support each child in their journey toward flourishing in their religious education. It is expected that each teacher will be responsible for the regular assessment pupils through evaluation of work using the assessment progression document. Over the course of each termly/half term unit there should be a balance of assessments looking at knowledge and understanding as well as looking at the questions asked. Where work is recorded, feedback is given in line with the school's marking and feedback policy.

The Right of Withdrawal from R.E.

At Eynesbury Church of England Primary School, we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education. As legally required, there is a statement about the parental right of withdrawal is included in the school handbook.

School and community links:

Eynesbury Church of England Primary School has strong links with the church, which is visited by all classes across the year as part of RE lessons and collective worship. It has developed links with community members who can contribute to the success of the RE programme. These include representatives of Christian churches and lay members of religious groups or organisations. Fieldwork has become an important part of the RE curriculum and pupils in both key stages visit the local church as part of their study. They also have the opportunity to visit Ely Cathedral and other churches/ places of worship of other religions. The school tries to visit as many places of worship as possible.

Roles and Responsibilities:

As our school has a church foundation, monitoring of RE will undertaken by representatives from the Foundation Governors. Reports will be presented at Full Governing Body meetings and form part of the evidence base for future Statutory Inspection of Anglican and Methodist schools (SIAMS) inspections.

The Senior Leadership Team are responsible for ensuring that:

- The RE leader has the opportunity on a regular basis to lead a staff meeting when changes, developments and concerns can be discussed.
- The leader has the opportunity to attend termly subject network meetings.
- The leader and other members of staff are able to attend courses on aspects of RE to develop their ability to teach the subject effectively.
- The school contracts the services of external providers (*e.g. Cambridgeshire Advisory Service*) to give staff in-service training in teaching RE on a whole school basis, when needed.

Review: Annually

Signed:

Date: