



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

RELIGIOUS EDUCATION POLICY

Prepared by: Sophie Dann
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Our Christian vision

‘To Act Justly, Love Mercy and Walk Humbly with your God.’ Micah 6v8

Our aim is that our school Christian vision underpins everything that we do.

The school builds Christian values into its ethos and teaching in order to provide an excellent academic, social and spiritual education, preparing children for a responsive and contributive role in society. The school’s Christian vision was developed by the Faith Group during our re-build in 2016/2017 and summarises the school’s values of Love, Forgiveness, Resilience, Understanding, Enthusiasm and Respect. It is the reply in Micah Chapter 6 when asked “What does the Lord require of you?”

To Act Justly, Love Mercy and Walk Humbly with your God

We do this by:

- Promoting and modelling Christian values within the school thereby encouraging personal integrity, consideration for others and understanding different viewpoints
- Offering an exciting curriculum, planned appropriately to be accessible to all, which enables all children to develop a positive self-image, achieve well and develop a love of learning
- Celebrating and valuing our school as a multi-cultural community
- Promoting effective problem-solving, communication and thinking skills
- Creating strong links between school, home, our parish church and the local community

Status of Religious Education at Eltham Church of England School

Religious Education (RE) in a Church school should enable every child to flourish and to live in all its fullness (John 10:10)

‘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 for the religious freedom of each person.’

Religious Education in Church of England Schools – A statement of Entitlement, The Church of England Education Office, 2019.

The aims of Religious Education in Church schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

At Eltham Church of England primary school, we fulfil these aims by following the Southwark Dioceses syllabus (2024)

RE at Eltham Church of England Primary School

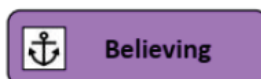
In Church of England schools, RE is given the priority it deserves as a core subject. As stated in the Statement of Entitlement, the RE learning time should be sufficient, appropriate and balanced. RE should aim to be close to 10% of the curriculum time but must be no less than 5% in Key stages 1-4. At Eltham C of E, RE is taught from Nursery up to Year 6. All classes, from Reception to Year 6 have one RE lesson taught each week. In Reception, RE is taught whole class on the carpet and then more time is spent working with an adult to complete a task and also is often integrated with other areas of learning, as suggested in the Early Years Guidelines. In Key Stage 1, the lessons are one hour long and in KS2 the learning sessions are 1 hour and 15 minutes long per week. The class teacher is responsible for the planning and delivery of the learning.

THE RE SYLLABUS

At Eltham Church of England Primary School, we follow the Southwark Diocesan Board of Education primary syllabus for RE.

The syllabus explores religious concepts, for the teaching of Christianity and other world religions. It clearly identifies opportunities for pupils to both learn about religion and learn from religion. The syllabus is sequenced through systematic units, focused on one religion, and thematic units which build on learning by comparing the religions, beliefs and practices. The teaching and learning approach in our RE curriculum has three disciplinary lenses or 'ways of knowing.' These are believing, thinking and living.

Believing



This is the theological study. It involves:

- Identifying and making sense of core religious and non-religious beliefs and concepts
- Understanding what these beliefs mean within their traditions
- Recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Thinking



This is the philosophical study. It involves:

- Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking;
- Making links and connections between these and the pupils' own lives.



Living

This is the sociological study. It involves:

- Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

The RE syllabus is split into units; 6 in Reception and 8 in Years 1 to 6, which are covered throughout the school year. Each unit is led by a 'BIG question', which is used to focus a sequence of lessons. Each lesson then has an enquiry question or questions which together lead to an answer to the 'BIG question'. The enquiry questions are colour-coded according to the lens that the children are focussing on (see lenses above.)

In each year group, 5 units are about Christianity (at least 50% as stated by the Statement of Entitlement), including a Christmas and an Easter unit. Two units focus on other world faiths and one unit is a thematic unit which builds on learning by comparing the religions, beliefs and practices children have learnt about. Throughout a child's time at Eltham Church of England school, the children will learn about the following other faiths in the world: Buddhism, Judaism, Islam, Sikhism and Hinduism, as well as non-religious views.

Resources and Classroom Environment:

A range of resources are available for teachers to use to deliver RE in an exciting and effective way. All resources are kept centrally for teachers to use. There are resources which support the teaching of the major world faiths including artefacts, paintings, information books, story books and Holy texts.

Every classroom must have an RE display which reflects the current RE topic being taught. The display must have:

- The 3 lenses (Believing, Living and Thinking)
- Key vocabulary for the topic
- Working wall – key notes from the lesson.

All lessons are recorded in RE books with a knowledge organiser at the start of each topic. The knowledge organiser must include the Big question, the Lesson questions, the lens focus and key vocabulary for the topic.

ASSESSMENT

RE is assessed by class teachers. After each lesson, the teachers use an assessment grid to record notes of the lesson and to identify any children who needed support or any children who really stood out. This assessment enables the class teacher to reflect on their lesson and to think about how they can move learning on and support particular children in the next lesson. The RE lead, regularly checks (at least once a half term) that these are being filled out and used correctly. Assessments are formalised at the end of the year and are accessed if they have made the standard against the 3 lenses. An overall judgement is then reported to parents at the end of the year and any particular strengths or areas to develop are mentioned in the general comments of the child's report.

MONITORING AND SELF-EVALUATION

High quality RE supports the development of the whole child. Therefore, it is vital that RE across the school is regularly monitored. The RE lead in consultation with SLT and the Faith Committee monitor the quality of RE teaching across the school. This is done through learning walks, lesson observations, book looks and pupil voice. The RE lead reports to the Governors about RE. Regular staff meetings (at least once a half term) are led by the RE lead to support the teachers with their subject knowledge and any key updates to RE in the school. The teachers work closely with the RE lead to ensure that they are delivering high quality RE lessons.

INCLUSION

The parent's right of withdrawal, as expressed in the 1988 Education Reform Act is respected. A parent must express in writing their wish to withdraw their child from the Religious Education Curriculum. Such pupils will be asked to sit in another classroom during the RE learning sessions and will not accompany their class on educational visits to places of worship.