



Eton End

# Religious Education Policy (Including EYFS)

ETON END SCHOOL  
35 Eton Road, Datchet



|                                                            |                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Relevant Statutory Regulations:</b>                     | ISSR Part 1, para 2[(2)(a) Part 2, para 5(b)(v) and 5(c)(iv)<br>Religious Education Council (REC) National Content Framework for RE (2023)<br>Relationships Education, Relationships and Sex (Sept 2026)<br>EYFS Framework (2026)<br>Keeping Children Safe in Education (Sept 2026) |
| <b>Nominated member of SLT responsible for the policy:</b> | Zoe Logan                                                                                                                                                                                                                                                                           |
| <b>Updated:</b>                                            | 1st September 2026                                                                                                                                                                                                                                                                  |
| <b>Date of next review:</b>                                | 1st September 2028                                                                                                                                                                                                                                                                  |

## Religious Education Policy (Including EYFS)

### Rationale

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. We develop the children's knowledge and understanding of a variety of world faiths and beliefs. We also address fundamental questions in life, for example, the meaning of life. We help the children learn from religions as well as about religions and beliefs. RE provokes challenging questions about meaning and purpose in life, beliefs about God or no God, ultimate reality, issues of right and wrong and what it means to be human.

### Aims

The central aim of Religious Education is that pupils will know about and understand a range of religions and world views.

Pupils will:

- Express ideas and insights of their own into the significant human questions which religions and worldviews address.
- Have the knowledge to understand a range of religions and world views.
- Develop their ideas, values and identity.
- Reflect on the impact of religions and world views on contemporary life locally, nationally and globally.

- Interpret and evaluate evidence, texts and sources of wisdom or authority.
- Learn to respect the right of others to have different views, values and ways of life.



## Teaching and Learning

At Eton End School, our teaching and learning approaches in Religious Education enable pupils to build upon their own experiences while developing their knowledge and understanding of a range of religions, beliefs and worldviews. Learning is enriched through visits to local places of worship and by welcoming visitors from different faith communities to share their experiences and perspectives with pupils.

We recognise that children have a wide range of abilities, backgrounds and learning needs. Through adaptive teaching, we provide appropriately challenging and supportive learning opportunities for all pupils, including those with SEND, EAL and those who are more able, working at Greater Depth, or identified as Gifted and Talented (G&T). Adaptations and extension opportunities are identified within medium-term planning and supported through the Kapow Primary Religious Education scheme, ensuring all pupils can access, engage with and make progress within the curriculum.

Form Teachers deliver the RE curriculum across the school. The children receive a weekly lesson, 30-60 minutes sessions.

## Planning

We use a structured published RE Curriculum: <https://www.kapowprimary.com/>

The Kapow Primary & Worldview scheme of work follows a structured spiral curriculum.

## Topics covered:

|                | Autumn 1                                                                                 | Autumn 2                                  | Spring 1                                                    | Spring 2                          | Summer 1                               | Summer 1                          |
|----------------|------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------|-----------------------------------|----------------------------------------|-----------------------------------|
| Reception      | What makes us special?                                                                   | What are special times?                   | What makes the world special?                               | Why are some things special?      | Why are some stories special?          | Time to celebrate                 |
| Religion links | <b>Buddhism - Christianity - Hinduism - Humanism - Islam - Judaism - Islam - Sikhism</b> |                                           |                                                             |                                   |                                        |                                   |
| Year 1         | <b>What do I believe? (1 lesson)</b><br>How did the world begin?                         | What do some people think God looks like? | What is God's job?                                          | Why should we care for the world? | How do we know new babies are special? | Why should we care for others?    |
| Religion links | <b>Christianity - Hinduism - Islam - Judaism - Islam</b>                                 |                                           |                                                             |                                   |                                        |                                   |
| Year 2         | <b>What are big questions? (1 lesson)</b><br>Why do we need to give thanks?              | Why is light important to people?         | How do we know some people feel a strong connection to God? | What is a prophet?                | How do some people talk to God?        | Where do some people talk to God? |
| Religion links | <b>Alevi - Christianity - Hinduism - Islam - Judaism - Sikhism</b>                       |                                           |                                                             |                                   |                                        |                                   |
| Year 3         | <b>What are world views? (1 lesson)</b>                                                  | Where do our morals come from?            | Is scripture central to religion?                           | What happens if we do wrong?      | Why is water symbolic?                 | Why is fire used ceremoniously?   |



|                |                                                                                                                          |                                                             |                                         |                                    |                                             |                                                   |
|----------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------|------------------------------------|---------------------------------------------|---------------------------------------------------|
|                | What makes humans human?                                                                                                 |                                                             |                                         |                                    |                                             |                                                   |
| Religion links | <b>Buddhism - Christianity - Hinduism - Humanism - Islam - Judaism</b>                                                   |                                                             |                                         |                                    |                                             |                                                   |
| Year 4         | <b>How can we talk about religions respectfully? (1 lesson)</b><br>Are all religions equal?                              | What makes some texts sacred?                               | Just how important are our beliefs?     | Who was Jesus really?              | Why is the Bible the bestselling book ever? | Does the language of scripture matter?            |
| Religion links | <b>Bahá'í - Buddhism - Christianity - Hinduism - Judaism - Sikhism - Zoroastrian</b>                                     |                                                             |                                         |                                    |                                             |                                                   |
| Year 5         | <b>What do people think about God? (1 lesson)</b><br>Why doesn't Christianity always look the same?                      | Why do people have to stand up for what they believe in?    | What happens when we die? (part 1)      | What happens when we die? (part 2) | Who should we get to be in charge?          | Why are some places significant to believers?     |
| Religion links | <b>Buddhism - Christianity - Hinduism - Humanism - Islam - Judaism - Sikhism</b>                                         |                                                             |                                         |                                    |                                             |                                                   |
| Year 6         | <b>What words can be used to describe God? (1 lesson)</b><br>Why does religion look different across the world? (part 1) | Why does religion look different across the world? (part 2) | Why is it better to be there in person? | Why is there suffering? (part 1)   | Why is there suffering? (part 2)            | What place does religion have in the world today? |
| Religion links | <b>Buddhism - Christianity - Humanism - Islam - Judaism - Sikhism - Shinto - Zoroastrian</b>                             |                                                             |                                         |                                    |                                             |                                                   |

## Assessment and Recording

Evidence of children's achievement is kept in children's RE books which they have each year and will be evidenced through written activities, drawings, discussion and photographs. Work produced is marked once completed and staff comment where necessary, using the standard school marking format. RE involves a process of personal development and emerging/changing views. The effectiveness or importance of an experience cannot be measured and experiences in RE should not be limited to what can be assessed or measured. For this reason, formal exams and tests are not given in this subject area. Notes are made as the children are observed during participation, questioning and discussion in lessons. An informal quiz type test or quick-fire questions may be given at the end of the term based around the factual information covered during the term. The children sometimes mark their own work indicating if they had difficulty with the task or understood and grasped the activity. These methods of assessing assist the teacher in making a judgement which is reported and commented on to parents as part of the termly and end of year report.

## Equal Opportunities

Work in RE is relevant and of educational value to all pupils whatever their own religious backgrounds. Syllabus content and resources reflect the global nature of our religious community.



## RHSE

Religious Education contributes significantly to the aims of Relationships, Health and Sex Education (RHSE) by promoting respect, empathy, understanding and appreciation of diversity. Through the exploration of different faiths, beliefs and worldviews, pupils develop an awareness of the values and experiences of others, helping them to build positive relationships and become responsible, respectful members of society. RE supports the RHSE curriculum by encouraging discussion of identity, belonging, family, community and moral responsibility within a safe and inclusive environment, while reinforcing the school's commitment to British values, equality and mutual respect.

## SMSC

RE provides children with an important opportunity for SMSC development.

Spiritual development: Children are encouraged to reflect on their own beliefs. They are encouraged to engage in the world with enjoyment and fascination whilst using their imagination and creativity.

Moral development: Children are encouraged to identify right and wrong, understanding consequences and exploring ethics.

Social development: Children work in different groupings. They are encouraged to cooperate and resolve conflicts.

Cultural development: Explore different faiths and show tolerance towards them in a local, global and national setting.

## British Values

Religious Education also actively contributes to promoting British Values (an area of focus in the National Curriculum 2014). It provides questions about universal human values and supports children so that they are able to move beyond tolerance towards increasing respect so that they can celebrate diversity. The RE curriculum focuses learning on some of the areas of British Values, and leaves pupils' moral development as a whole school issue.

Mutual Tolerance - Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. The baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes - In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and world views and will be challenged to respect other persons who see the world differently from themselves.

Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs and are challenged to be broad minded and open hearted.



Democracy - In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The Rule of Law - In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law applies equally to all, irrespective of a person's status or wealth. Individual liberty - In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

## **Right of Withdrawal**

Religious Education forms an important part of the curriculum at Eton End School and supports pupils' spiritual, moral, social and cultural development. In accordance with the Education (Independent School Standards) Regulations, the school provides a broad curriculum that reflects and promotes respect for different faiths, beliefs and worldviews. Parents have the right to request that their child be withdrawn from all or part of Religious Education and should make such a request in writing to the Headteacher. The school will discuss any such request with parents to ensure they have a clear understanding of the curriculum and the educational aims of the subject.

## **Resources**

Resources can be found within the Kapow programme. Additional hands-on resources are available in the RE cupboard and the library. Many free resources are also available online and can be accessed at the discretion of the teacher.

## **Monitoring & Review**

The Religious Education Lead is responsible for monitoring the standards of the children's work and the quality of the teaching in the subject and for providing a strategic lead and direction for the subject in school. The Religious Education Lead presents the Deputy Head Academic with an annual action plan.