

## **Statement of Intent, Implementation and Impact for Religious Education Curriculum at St Paul's Church of England Primary School**

At St Paul's Church of England Primary School, we recognise that Religious Education holds a pivotal position within our curriculum. As a distinct subject that is neither classified as core nor merely foundation, the 1988 Education Act emphasises that "Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils." This recognition underscores the importance of Religious Education in shaping well-rounded, reflective individuals capable of engaging meaningfully with complex questions of belief and morality.

### **Intent:**

At St Paul's, our intent for the Religious Education curriculum is to facilitate critical inquiry into the diverse questions arising from the study of religion and belief systems. We aspire to create an environment where pupils explore various perspectives, essential for their personal, spiritual, moral, social, and cultural development. It is crucial that students understand Christianity alongside other principal religious traditions in Great Britain, thereby appreciating how beliefs shape behaviours and worldviews, and fostering mutual respect.

To enrich our curriculum, we will draw on philosophy, theology, and social sciences, adhering to guidelines from the New Herefordshire agreed syllabus 2025-2030, National Association of Teachers of Religious Education (NATRE) and the RE Today curriculum. This approach equips students to address contemporary ethical dilemmas. We aim to instil critical reflection and thoughtful engagement within our core themes of Climate Advocacy, Justice, and Global Citizenship, empowering pupils to become responsible participants in a connected world.

### **Implement:**

#### **Legal requirements for Religious Education:**

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)

We ensure that we comply with the legal requirements by following the Herefordshire Agreed Syllabus for Religious Education 2025 to 20230 and Understanding Christianity.

Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole school RE day. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

Our updated Religious Education policy will commence with the introduction of the New Herefordshire RE Curriculum for 2025-2030. This revised curriculum aims to enhance our teaching, ensuring that all registered pupils receive a comprehensive Religious Education experience. Instruction will be delivered through a blend of weekly sessions and thematic topics, facilitating engagement with religious and philosophical questions relevant to students' lives.

Our approach will include collaborative projects, open discussions, guest speakers from diverse faith communities, and visits to places of worship. These interactive strategies cater to varied learning styles, ensuring that all pupils are actively involved in their Religious Education journey. Teachers will be encouraged to formulate key questions that connect directly to the syllabus, fostering meaningful reflections and links to other areas of learning through the golden threads of climate advocacy, justice and global citizenship.

Assessment within Religious Education should reflect the expected outcomes set out within the Agreed Syllabus, supported by Understanding Christianity, NATRE, and RE Today. These outcomes are articulated through six Key Performance Indicators (KPIs) for each year group, against which students will be assessed on a regular basis. However, it is important to recognize that assessment should be holistic, acknowledging the personal views and insights of pupils, which, while not formally evaluated, remain central to a quality Religious Education experience.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

**Impact:**

The impact of our Religious Education curriculum will ultimately be measured by our students' ability to articulate and reflect upon their beliefs and values critically, whilst being respectful of those who may hold differing views. We aspire for pupils to examine the significance of religious and non-religious beliefs, allowing them to discern how these beliefs shape individual identities and collective social norms. These experiences, fostered within a safe and supportive learning environment, are crucial in cultivating empathetic global citizens equipped with the skills needed to navigate an increasingly complex world.

In summary, the updated Religious Education Policy at St Paul's Church of England Primary School represents a commitment to enhancing our approach in response to an evolving educational landscape. By adhering to the New Herefordshire RE Curriculum for 2025-2030 and integrating insights from NATRE and the RE Today scheme, we strive to deliver high-quality Religious Education that enriches our students' understanding of diverse beliefs and philosophical perspectives. Through this policy, we reaffirm our mission of illuminating the goodness in others, inspiring our pupils through God's love, and equipping them for a meaningful, reflective life journey as they engage with, and contribute to, the wider world around them. This holistic approach not only prepares pupils for their role as conscientious citizens but also ensures their personal growth in spiritual and moral dimensions, enabling them to flourish as individuals in a pluralistic society.