



RE: Intent, Implementation & Impact Statement

This document outlines: the intent and rationale behind the RE. curriculum, how to deliver it and how to measure pupil progress.

INTENT

School Curriculum Intent:

For our learners our curriculum provides:

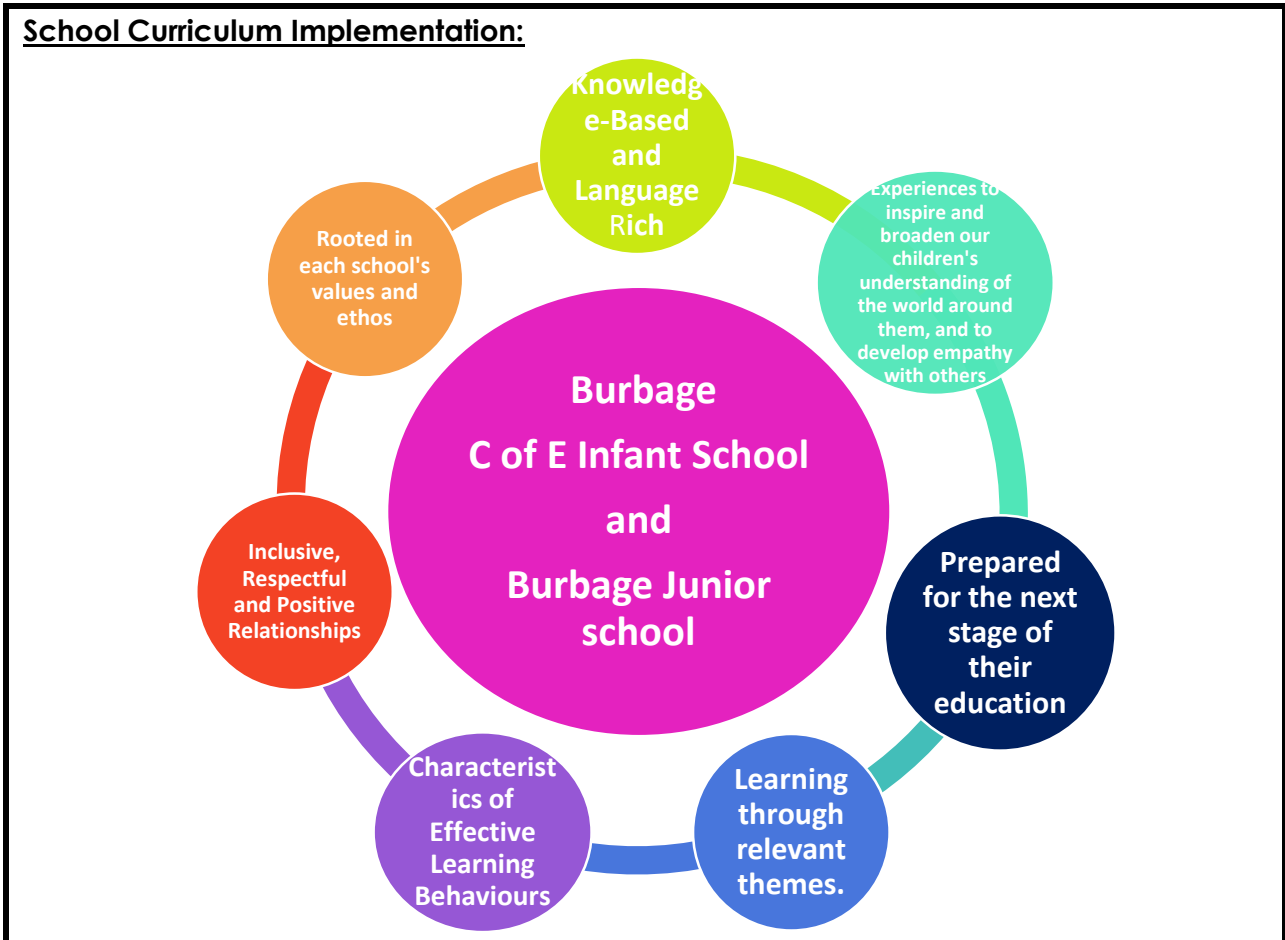
- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

At Burbage C of E Infant School, religious education will support every child to flourish and to live life in all its fullness. It will help educate for dignity and respect encouraging all to live well together. 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 world views) and for the religious freedom of each person.

This intent is guided by our vision of 'Loving, Living, Learning - walking with Jesus to life in all its fullness, John chapter 10: verse 10.' We intend for children to love and enjoy their Religious Education which ensures they will reach their full learning potential in this subject.



IMPLEMENTATION



We follow the the Leicestershire Agreed Syllabus and the Understanding Christianity document.


We use the NATRE Scheme of Work which provides a comprehensive framework for teaching RE in Early years and key stage one (ages 5-7). The curriculum is designed to be flexible and adaptable, so it can be tailored to meet the needs of individual schools and pupils.

NATRE Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
Year 1	Unit 7 Who do Christians say made the world? (Creation)	Unit 8 Why does Christmas matter to Christians? (Incarnation)	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God)	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)
Year 2	Unit 13 What is the good news Christians believe Jesus brings? (Gospel)	Unit 14 What is the good news Christians believe Jesus brings? (Gospel)	Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam)	Unit 16 Why does Easter matter to Christians? (Salvation)	Unit 17 Who is a Muslim and how do they live? (Part 2) (Islam)	Unit 18 What makes some places special to believers? (Thematic)

Units that are in red link to Understanding Christianity. You can find out more about the resource and how to access it in full at understandingchristianity.org.uk

IMPACT

<p>School Curriculum Impact:</p> 	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

We assess children's learning in key stage one through a variety of methods, including:

- Observations: Teachers observe children's engagement in RE activities, their understanding of concepts, and their ability to apply their RE skills to understand differences in society.



- Assessment: Teachers use a variety of assessment tools, such as posters, questioning and re-cap quizzes, to gauge children's understanding of key RE concepts and skills.

RE also lends itself to a variety of opportunities to help teachers track and evidence children's progress in RE, including:

- Questioning
- Book scrutiny
- Planning
- Lesson observation
- Displays

By using a variety of assessment methods and resources, teachers ensure that all children have the opportunity to develop their RE skills and knowledge.

