

beliefs.

ASAT Religious Education Intent, Implementation and Impact

community and the wider community.

mutual respect.

As they progress through school, children's knowledge and skill base grows bigger and broader.	Children show curiosity about different cultures and ask questions about what they see and hear. Exploration and investigation of biblical texts and key texts within other traditions.		Impact	precise use of	Children develop accurate and precise use of religious language.	
			Implementation	Recording the start and end of each unit to assess progress in the different skills.	Opportunities to learn challenging religious vocabulary embedded throughout teaching sequences.	
Children have an understanding of and empathy with different cultures and generations and are caring and compassionate in mindset.	Opportunities to raise and ponder big questions raised by religions and beliefs. Creation of doublepage spreads and art galleries to showcase learning at the end of a topic. Participation in	children: An understanding of exploration of core Knowledge and undiversity, continuity studied. Engagement with cleaning existence and experiments. Recognition of the cultural heritage and cultures and places.	of Christianity as a diverse globeliefs. derstanding of a range of religion and change within the religion and change questions of meaning tence. concept of religion and its cold in the lives of individuals and	gions and worldview appreciating ons and worldviews being ing and purpose raised by human ntinuing influence on Britain's and societies in different times,	Use of carefully selected artwork, musicand poetry to provoke discussion about religions and key ideas and concepts. Exploration of an enquiry question for each topic to drive discussion and curiosity.	
Pupils will have had	dialogue, discussion and debate to refine how they think about the world and their place in it.		Engagement with the local community to explore religion in practise.	Immersion activi and provocation peak children' curiosity.	ties s to	
opportunities to visit religious buildings and hear from visitors about their		Pupils share their own thought and opinions when learning		oils take an active role as citizens, with a sense of belonging to both their local		Pupils are able to work in an environment of

about religions and worldviews.