RE Curriculum Intent and Implementation

Intent – What are we trying to achieve with our curriculum?

At Apley Wood Primary Academy, we believe it is important to learn from and about religion to help the children understand the world around them. Through Religious Education, children develop their substantive knowledge of some world faiths, and their understanding and awareness of the beliefs, values and traditions in our community and the wider world. Through disciplinary knowledge, the children appreciate the way that religious beliefs shape lives and behaviour and develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development using the skills of Building Learning Power.
We encourage children to ask questions about the world and to reflect on their own beliefs, values and experiences. We acknowledge that each religion studied can contribute to the education of all our pupils. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely and gain knowledge and skills for life.

Implementation – How do we deliver and assess our curriculum?

Our Religious Education curriculum teaches the key substantive knowledge and disciplinary knowledge (skills). In Religious Education, we promote teaching that encourages open enquiry and first hand experiences where possible through: lessons, enrichment weeks, assemblies, visits and visitors. There are links with Character Education where we promote British values, diversity and ensure that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

How do we accomplish this?

At Apley, we follow the Telford & Wrekin SACRE (standing advisory council on Religious Education) RE scheme of work in accordance with legal requirements.
The RE progression and coverage document focuses on six areas in RE throughout the school: *Beliefs, teachings and sources, Practices and ways of life, Forms of expression, Identity and belonging, Meaning, purpose and truth* and *Values and commitments.*

Each Year group has 3 or 4 units over the year and the progression of substantive and disciplinary knowledge are mapped on the progression document showing the sequence of learning and development throughout school. We identify and assess the key vocabulary that our pupils should know and understand for each unit of work.
Through our teaching, we ensure that children know and remember more by revisiting prior learning and making links between subjects and knowledge in our knowledge organisers and in lessons. Children are given regular opportunities to apply their knowledge in different contexts and explain their understanding to others.

Curriculum Impact – What is the impact of our curriculum? What difference is our curriculum making to our pupils?

School leaders, governors and teachers regularly measure the impact of our curriculum through the monitoring of teaching and learning, monitoring behaviour, assessment and on-going self-review. We talk to children and parents, we undertake learning walks, we look at books and we review the curriculum as subject leaders. We aim for the impact to be that our children will be respectful members of society who celebrate diversity and have understanding of others, their beliefs and religious practices and worldwide views.