




















Religious Education Curriculum





Ankermoor Primary Academy Curriculum



Aim	<p>Learn together, achieve together</p> <p>At <u>Ankermoor Primary Academy</u> we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life.</p> <p>We aim to 'inspire all to excellence'</p>								
Trust Vision	Inspiring all to excellence								
Trust Values	<p>We care</p> 	<p>We leave no-one behind</p> 	<p>We celebrate individuality</p> 	<p>We are brave</p> 					
Fundamental values	<p>High Expectations</p> 	<p>Perseverance</p> 	<p>Enjoyment</p> 	<p>Respect</p> 	<p>Trust</p> 	<p>Responsibility</p> 			
Big ideas	A Adventure	N Nature	K Knowledge	E Enterprise	R Relationships	M Movement	O Observe Critically (evaluating)	O Observe Thoughtfully (empathising)	R Respect
									
	ADVENTURE	NATURE	KNOWLEDGE	ENTERPRISE	RELATIONSHIPS	MOVEMENT	OBSERVE CRITICALLY	OBSERVE THOUGHTFULLY	RESPECT



Curriculum Intent



Builds on our fundamental values of 'High Expectations, Perseverance, Enjoyment, Respect, Trust and Responsibility'.

Promotes a life-long love of learning.

Enables children to offer opinions and reason articulately, whilst also being able to debate and disagree respectfully.

Raises aspirations and open's their eyes to a world beyond their immediate surroundings.

Promotes practical everyday life skills that prepares our children for the future.

Enables children to become active learners who are positively engaged in the acquisition of skills and knowledge.

Promotes creativity, curiosity, and confidence.

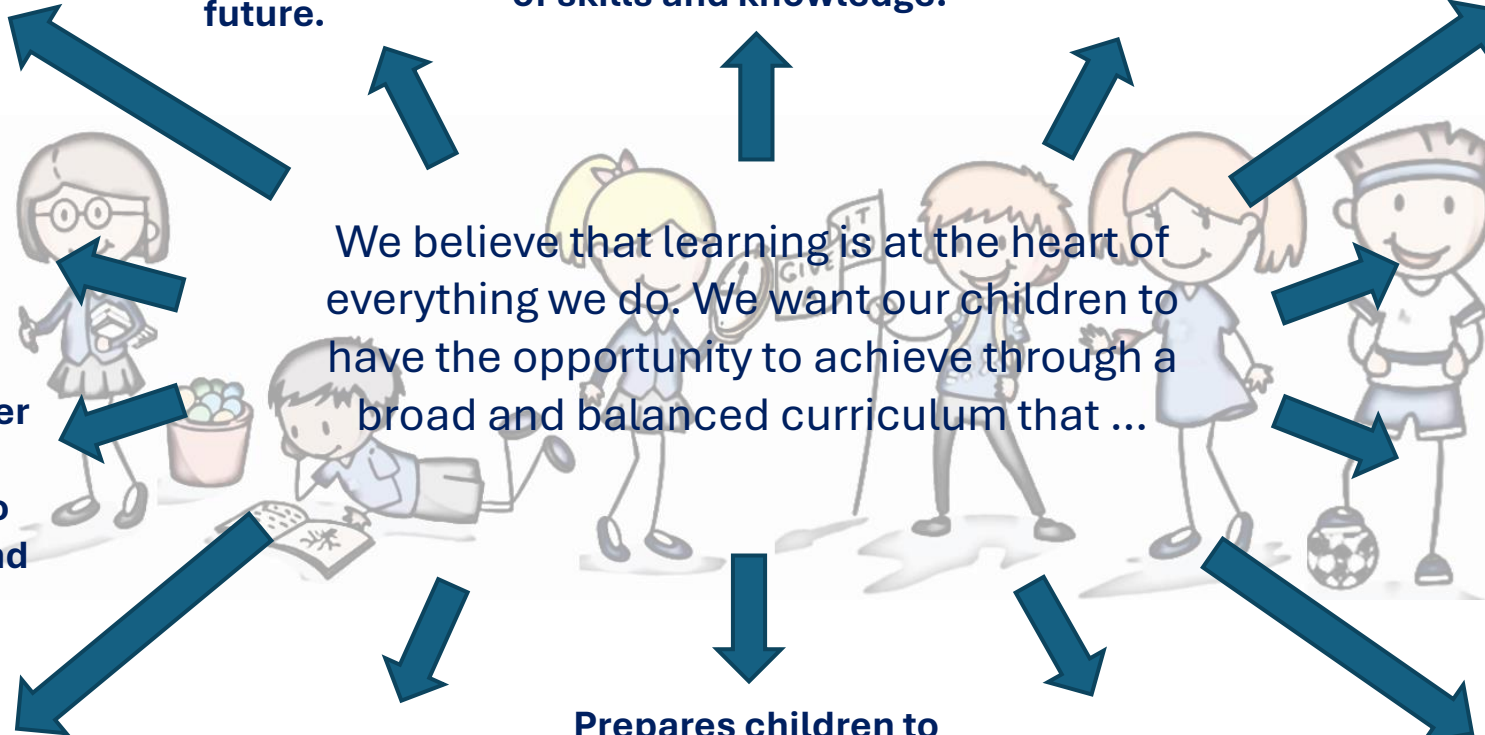
Allows children to be able to reflect on their learning and to improve their own work.

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge.

Builds character, resilience, self-motivation, and a will to succeed.

To provide opportunities for our children to learn in different ways and to have a wide variety of learning experiences.

We believe that learning is at the heart of everything we do. We want our children to have the opportunity to achieve through a broad and balanced curriculum that ...



Develops a hunger for knowledge and to have the resilience necessary to tackle challenges and problems.






Prepares children to take risks and learn from their mistakes.

To enable children to develop as independent learners as well as being able to work collaboratively.

Subject Specific Sequencing and Key Concepts: Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See *Religious Education long term plan with key concepts*)







Big Ideas:

These are the overarching ‘*Anker Moor*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘Observing Critically’; making observation in Science, identifying main ideas within a text in English, observing and critiquing artwork, analysing data sets in maths, evaluating historical sources, observing local ecosystems within Geography, self reflection and critical thinking in PSHE.









A	N	K	E	R	M	O	O	R
								

Character Virtues:

These are the underpinning qualities and character traits that we desire all of our children, and staff, to demonstrate.

High Expectations 	Perseverance 	Enjoyment 	Respect 	Trust 	Responsibility 
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IMPLEMENTATION – Our approach

A	N	K	E	R	M	O	O	R
 ADVENTURE	 NATURE	 KNOWLEDGE	 ENTERPRISE	 RELATIONSHIPS	 MOVEMENT	 OBSERVE CRITICALLY	 OBSERVE THOUGHTFULLY	 RESPECT

Religious Education at Ankermoor Primary Academy, is taught by following the scheme of work from Discovery RE.

‘Discovery RE is a scheme of work for Religious Education which helps develop critical thinking and enhance children’s spiritual development. It is detailed medium term planning for Key Stages 1 and 2, with full planning for the Foundation Stage. The 4 –part planning model takes children on a learning journey from their own world to a world of religion and belief, learning about aspects of that religion in order to offer answers to a big enquiry question, and then closes with an opportunity to express their own opinions and learning.’ (Discovery RE)

IMPLEMENTATION – Our approach

At Ankermoor we believe every child should enjoy RE lessons through participation and exploration. To develop an understanding of the influence of different beliefs, values and traditions in an enjoyable, fun environment. We want our children to develop positive attitudes and show respect towards other people who hold views and beliefs different to their own and towards living in a society of diverse religions and beliefs. Our children will experience a feeling of togetherness through team work activities, positive classroom ethos and the day to day Ankermoor family environment, where children show perseverance throughout their learning. We want to encourage trust in all pupils by taking risks and by enquiring and questioning. Our children will believe in themselves and have high expectations of their own achievements to fulfil their own personal and spiritual goals. Every child will have the opportunity to acquire and develop knowledge and understanding of principle religions represented in the UK, along with exploration of our British Values.

Staff at Ankermoor Primary Academy create a positive attitude towards Religious Education learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate religious information and understanding.



EYFS Development Matters 2020: Understanding of the World

Understanding of the world involves guiding children to make sense of the physical world and their community. The frequency and range of children`s personal experiences increase their knowledge and sense of the world around them.- from visiting parks, libraries and museums to meeting important members of society. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support, understanding across domains. Enriching and widening children`s vocabulary will support later reading comprehension.

Key Stage National Curriculum Expectations: Religious Education

Key stage 1:

Pupils should develop knowledge about a range of Worldviews, including but not limited to Christianity, Islam and Judaism. They will explore and reflect on religious stories, learn about significant people/ events and ask questions about their relationship with God. They will find out about how important events in the religious calendar are celebrated in each Worldview.

Key stage 2:

Pupils should expand their knowledge of Worldviews, exploring the origins of religious literature and assessing the similarities and differences between them. They will explore interpretations from stories in religious scripture and reflect on the impact it has on modern life. Pupils should explore the significance of previously learnt festivals and how these events bring people closer to God.

IMPACT– Our approach

At Ankermoor Primary Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

