



Inspiring a love for lifelong learning

Religious Education Curriculum

Curriculum Overview	<p>To enhance our school's shared vision, our approach to the teaching of Religious Education promotes children to be investigative, independent, responsible and lifelong learners of RE.</p> <ul style="list-style-type: none">- At Ashford Park, our children will explicitly know that they are being taught RE and they will show this by being able to communicate it through enquiry based challenges.- Religious Education at APPS supports our school values of Belonging, Challenge, Compassion, Aspiration, Resilience and Peace which underpin everything we do at Ashford Park. This will develop our pupil's cultural capital, equipping them with essential knowledge that they need to become educated citizens.- We are inclusive for our special educational needs learners.- All year groups follow the four enquiry based steps of teaching RE. These are: engagement, investigation, evaluation and expression. <p>As the pupils go through each year group and key stage, Discovery RE builds upon prior acquired knowledge to deepen the children's understanding of a particular religion. Concepts are revisited for clarification but nothing is repeated. Think of the learning like building blocks where new skills are collected each time. The prior learning enables children to deepen their enquiries every step of the way throughout their Religious Education at APPS.</p>
Curriculum Intent	<p>At Ashford Park, we have 'community' and 'spirit' at our heart. Religious Education is intertwined with the inner fabric of our school. With community as a driving force, our learners use this as their starting point to engage with their religious education. Regardless of religious belief, culture, languages spoken or country of origin, the children are provided with a common ground to begin their RE learning journey. This is with the intention of uniting our wonderfully diverse cohort of children, with acceptance and a deep understanding of the main six world religions. The aim is to enable our children to be free to make their own choices and decisions concerning religion and belief. The intent is that the children will be well-informed and be provided with the tools to develop the skills with which evaluation can take place.</p> <p>Each year group will make links with a place of worship (suggestions stated in the RE Non-negotiables document). The year group will either go and visit the place of worship or invite a representative of the religion to come in to school.</p>



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Curriculum Implementation	<p>Six sessions will be planned for each half term. These lessons will be a progressive approach using carefully chosen activities either teacher-led or independently completed. Our children will be given opportunities to learn independently, in pairs and in groups.</p> <p>Lesson 1 – Engagement Lesson 2, 3 & 4 – Investigation Lesson 5 – Evaluation Lesson 6 - Expression</p> <p>The investigation sessions can be built in to a block to ensure that the children are given every opportunity to develop their enquiry skills. Learning will be assessed during the evaluation stage; children can self-assess their acquisition of knowledge using resources provided in the Discovery RE folders.</p>
Curriculum Impact	<p>We endeavour to nurture children who are independent learners, problem solvers and creative thinkers. Our belief is that, using an enquiry-based model well, children’s critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.</p>