



## **Intent**

The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world.

It is designed to encourage the development of the Priory values: wisdom, curiosity, generosity, courage and passion alongside meeting the specific needs of our community. Pupils study the full curriculum as exemplified by the National Curriculum. The curriculum at Ling Moor is designed to ensure that all children have the academic and social aspiration to be true citizens of the world. Key drivers of the curriculum are aspiration, academic opportunity, appreciation of diversity and understanding of their impact upon the world.

There are four clear strands to our curriculum:

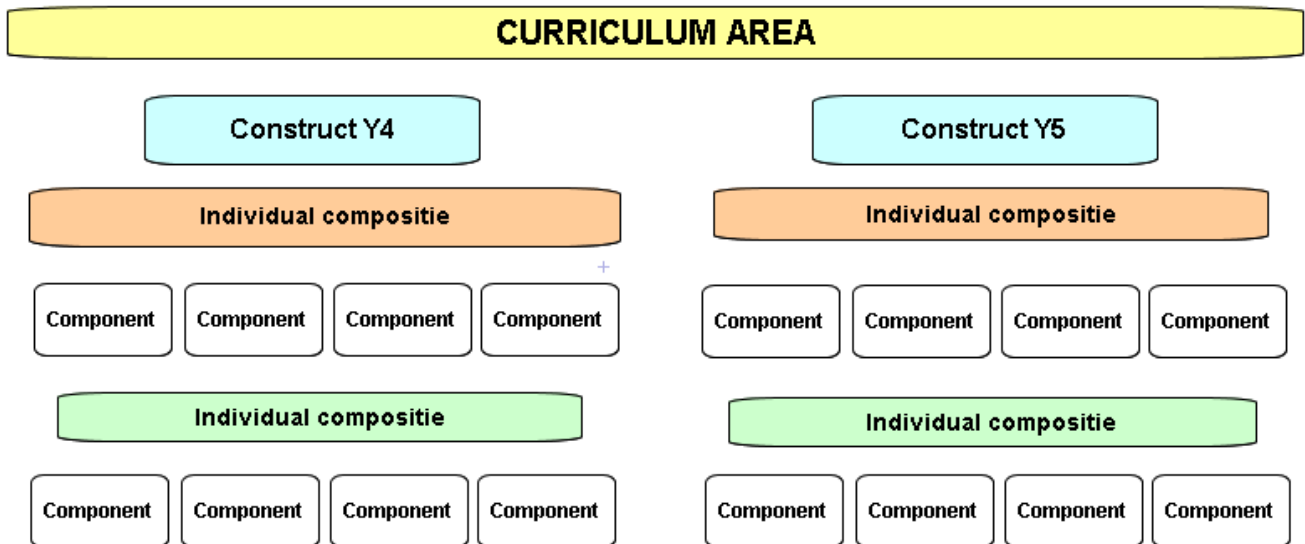
- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

Our RE curriculum ensures that children are philosophers, theologians and able to reflect on their place in the wider world. They will have:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

## **Implementation**

Two key documents are used to inform the RE curriculum at Ling Moor – the Lincolnshire Agreed Syllabus and the Chris Quigley Milestones for progression.



The curriculum is carefully planned and sequenced to ensure that children develop a secure knowledge base through opportunities to retrieve key knowledge. A simple sequence of retrieval practise: fluency (basic questions), reasoning/problem solving (advanced questions) and elaboration (deeper questions) should exist in all learning.

The constructs, composites and components that provide the Long Term Learning Structure for RE are included within this document.

### Implementation

Our RE curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) learning is most effective with spaced repetition.
  - 2) Interleaving helps pupils to discriminate between topics and aids long-term retention.
  - 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content

In order to build a deeper knowledge and enhance cultural capital, the RE curriculum is enriched through visits, celebrations, reflection and visitors to the academy

### Impact

As theologians and philosophers at the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. Children at Ling Moor will have an understanding of faith and recognise everyone has a right to celebrate their faith.