



COWBIT ST. MARY'S (ENDOWED) CHURCH OF ENGLAND Primary SCHOOL

Our Vision

We are a small, inclusive Church of England Primary School that welcomes everyone and encourages all voices to be heard. Through challenge and support, we strive towards each person becoming the best person God intended them to be, happily flourishing as human beings. We empower our whole school community to be hopeful about the future and to be drivers of positive change.

INTENT STATEMENT

for the Curriculum at Cowbit St Mary's Church of England Primary School

Our intent and ambition for our curriculum is that it is designed to meet, at a minimum, the requirements of the National Curriculum. It will enable learners to progress well in all year groups and attain at least age-related expectations (A.R.E.) by the end of KS2 in all subjects.

We recognise the importance of tailoring our curriculum to the needs of our learners and families in our school community:

- **Broaden and enrich pupils' vocabulary** in order for them to have strong written and verbal communication skills through enquiry-based approach.
- **Provide a range of experiences** to give them a wider view of the world around them.
- Allow for them to **reflect upon progress** and **have ownership in their learning**
- Provide opportunities for greater involvement with parent/carers and the wider community making them **global citizens**.

We aim to offer our children a broad and balanced curriculum which **ignites curiosity**, creativity and a love of learning to last a lifetime. Through our core Christian values: **Forgiveness, Perseverance, Trust, Responsibility, Compassion and Respect**. We aim to develop independent learners who can persevere when faced with challenge. Using the National Curriculum as our starting point, we have adapted Edison Learning's Connected Curriculum to ensure the progression of skills and knowledge provides pupils the need to achieve. We have developed a holistic curriculum with personal and social development at its heart where children's voices are paramount. This progressively builds and deepens knowledge, understanding and skills across the curriculum in which reading, writing and mathematics is embedded.

Children are given opportunities to inquisitively learn collaboratively with their peers during conceptual learning, whereas foundational skills are often taught and embedded through regular, independent practice. Whilst some subjects are taught thematically, encouraging learners to make connections across subjects, some areas of study are more appropriately taught discretely.

Our Christian ethos, planning, organisation of curriculum content, collaboration, distribution of subject leadership enables us to address the unique challenges we as a small school encounter.

Our Christian ethos, planning, organisation of curriculum content, collaboration, distribution of subject leadership enables us to address the unique challenges we as a small school encounter.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/Y1	<p>LAS EYFS Unit Myself <i>[Introduce people who belong to a religious group]</i></p> <p>Key Vocab Christian Muslim Jew Hindu God</p>	<p>LAS EYFS Unit Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i></p> <p>Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?</p> <p>Key Vocab Vicar Imam Rabbi Jesus Muhammad God</p>	<p>Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?</p> <p>Key Vocab Christian Jesus God Easter Cross</p>	<p>Creation UC F1 (core) Why is the word ‘God’ so important to Christians?</p> <p>Key Vocab Christian God Creation Care Res. possibility</p>	<p>LAS EYFS Unit My Senses How we can learn about things using our senses? Pupils use a range of religious objects/artefacts/resources that engage the senses, e.g. incense, music, art, etc.</p> <p>Listen to a range of music from different religions.</p> <p>Vocab (to be added)</p>	<p>LAS EYFS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i></p> <p>Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful</p> <p>LAS KS1 Additional Creation and the Natural World <i>Believing, Living, Thinking</i> <i>[How do different people believe the world began? How do different people believe we should treat animals and the world around us?]</i></p>
Why this? Why now?	<p><i>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</i></p>	<p><i>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.</i></p>	<p><i>Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</i></p>	<p><i>This builds on pupils’ learning about special books and special stories by exploring the Christian story of creation in more detail</i></p>	<p><i>This learning builds upon how people from different religions worship.</i></p>	<p><i>Having learned about the Christian story of creation, this unit broadens the pupils’ understanding of different ways in which religious and non-religious people understand and engage with the natural world.</i></p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 2/3	<p>LAS KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</p>	<p>LAS KS2 Additional Big Questions (including Christianity): What does it mean to live a good life? Believing, Living, Thinking [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody]</p>	<p>Salvation UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p>God/Incarnation UC 2a.3 (core) What is the Trinity?</p>	<p>LAS KS2 Compulsory God – Hinduism Believing [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</p>	<p>LAS KS2 Compulsory God – Islam Believing [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</p>
Why this? Why now?	<p>Building on the previous learning, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</p>	<p>Having explored why Christians believe the crucifixion of Jesus is a ‘good’ thing, pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a ‘good’ life.</p>	<p>In this unit, pupils build on their learning in spring term by exploring the second person of the Trinity (God the Son, Jesus) in more depth. In particular, they explore reasons why Christians understand the crucifixion to be a ‘good’ think.</p>	<p>In this unit, pupils build on their learning about Christian beliefs about God earlier in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.</p>	<p>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.</p>	<p>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) earlier in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	Summer 2
Year 4/5/6	<p>LAS KS2 Additional Big Questions (including Christianity): Why do we celebrate? <i>Believing, Living, Thinking</i> [What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</p>	<p>Incarnation UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i></p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p>	<p>LAS KS2 Additional Unit Systematic study of Buddhist Worship (more detail to be added)</p>	<p>LAS KS2 Compulsory Being Human – Hinduism <i>Believing</i> <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?]</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p>LAS KS2 Compulsory Being Human – Islam <i>Believing</i> <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?]</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>
Why this? Why now?	<p><i>This unit Explores different reasons why people celebrate (including remembrance); lived examples of different ways in which people celebrate. Builds on prior learning about religious festivals from KS1.</i></p>	<p><i>This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1.</i></p>	<p><i>The previous two topics have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is</i></p>	<p><i>This unit introduces a non-theistic religious worldview (a religious worldview that does not have a concept of God). This builds on prior learning by exploring a different way of</i></p>	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>

Year A LAS/**Understanding Christianity**

			<i>compatible with a religious worldview.</i>	<i>reasoning about the world, as well as by providing an opportunity to compare and contrast with other religious worldviews already studied.</i>		

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum.

You can find out more about this here.

The **purple** codes refer to suggested end-of-phase expectations: B = Believing L = Living T = Thinking You can find out more about these end-of-phase expectations [here](#).

For further support please visit the RE section of the Lincoln Diocesan Board of Education website or contact Gillian Georgiou, the Diocesan RE Adviser, here.