



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.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS/Y1	<p>God UC 1.1 (core) What do Christians believe God is like?</p>	<p>Creation UC 1.2 (core) Who do Christians believe made the world?</p>	<p>LAS EYFS Unit</p> <p>Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i></p> <p>Key Vocab Bible Qur'an Torah</p> <p>LAS KS1 Compulsory God – Islam Believing [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</p>	<p>LAS KS1 Compulsory Community – Islam Living [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</p>	<p>LAS EYFS Unit</p> <p>Our special things <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i></p> <p>Key Vocab Cross Prayer beads Prayer mat</p> <p>LAS KS1 Additional Places of worship (including Christianity) Believing, Living, Thinking [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]</p>	
Why this? Why now?	<p>Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God</p>	<p>Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.</p>	<p>EYFS- At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</p> <p>Y1 Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</p>	<p>Pupils build on their learning in the previous year by exploring different ways in which Muslims worship Allah (God).</p>	<p>{EYFS) Having learned about how religious people treat their special books, this is an opportunity to explore other objects that are special to religious people.</p> <p>(KS1)Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.</p>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Year 2/3	God UC 1.1 (core) What do Christians believe God is like?	Creation UC 1.2 (core) Who do Christians believe made the world?	LAS KS1 Compulsory Being Human – Islam Believing [What does the Qur’an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]	LAS KS1 Compulsory Life Journey – Islam Living [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]	LAS KS1 Additional Places of worship (including Christianity) Believing, Living, Thinking [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]
Why this? Why now?	Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God	Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.	Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).	Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.	Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Year 4/5/6	God UC 2b.1 (core) What does it mean if God is loving and holy?	Creation UC 2a.1 (core) What do Christians learn from the creation story?	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? [How do Christians behave/act because of their beliefs about Jesus and the resurrection?]	LAS KS2 Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? Believing, Living, Thinking [Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice]	LAS KS2 Compulsory Life Journey – Hinduism/Islam Living [Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]
Why this? Why now?	This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God ‘in the flesh’).	This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms.	This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian’s decisions and actions.	This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 (‘What is a Good Life?’) by deepening pupils’ understanding of how different religious and nonreligious worldviews articulate what it means to be ‘good’.	This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having ‘proof’ of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.

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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.