



## 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
Year 4/5/6	<p><b>LAS KS2 Compulsory</b> Community – Hinduism <i>Living</i> [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?</p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><b>LAS KS2 Compulsory</b> Community – Islam <i>Living</i> [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?</p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><b>LAS KS2 Additional</b> <i>Pilgrimage (including Christianity)</i> <i>Believing, Living, Thinking</i> [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</p>	<p><b>Gospel UC 1.4 (digging deeper)</b> <b>What is the Good News Jesus Brings?</b></p> <p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of ‘good news’ links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer.</p>	<p><b>Gospel UC2b.5 (core)</b> <b>What would Jesus do?</b></p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives.</p>	<p><b>LAS KS2 Additional</b> <i>Expressing Beliefs through the Arts (including Christianity)</i> <i>Believing, Living, Thinking</i> [How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</p>
Why this? Why now?	<p><i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and</i></p>	<p><i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning</i></p>	<p><i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It</i></p>	<p><i>This unit identifies the features of Gospel texts (for example, teachings, parable, narrative). Takes into account of the context, suggest meanings of Gospel texts studied, and compares their ideas with ways in which Christians interpret biblical texts, showing</i></p>	<p><i>The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There</i></p>	

<p><i>celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i></p>	<p><i>about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i></p>	<p><i>particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i></p>	<p><i>awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relates biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</i></p>	<p><i>are opportunities to build on prior learning about celebrations, places of worship and symbols.</i></p>	

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.